Dothan City Schools

ENGLISH LANGUAGE PROGRAM

Policy & Procedures Manual

**A Comprehensive Plan for Identifying, Accessing
Placing, and Meeting the Educational
Needs of English Language Learners**

Revised Spring 2015

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Mission Statement of Dothan City Schools

Our mission is to empower all students for the choices and challenges of the twenty-first century. We believe that we should teach students to respect themselves, others, and the environment; that we should teach students to participate productively and responsibly in a rapidly changing society, that we should teach them to communicate effectively, that we should teach them to use cooperative and independent learning strategies, that we should teach them to apply problem solving processes and that we should teach them to set and meet high standards.

Assurance Statement

It shall be the policy of the Dothan City Schools Board of Education that no student shall be denied the benefit of any educational program or educational activity on the basis of race, color, national origin, age, sex, disability, limited English proficiency, immigrant status, migrant status or homeless status. All programs offered by schools within the school district shall be open to all students in compliance with statutory and judicial requirements.

A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status [No *Child Left Behind Act of 2001,* Title –III – Language Instruction for Limited English Proficient and Immigrant Students, Pact C, Section 3302(f)].

Students' Equal Educational Opportunities

It is the policy of the Dothan City Board of Education that no person in this District shall, on the basis of handicap, or race, color, creed, religion, sex, age, or national origin be denied the benefits of, or be subject to discrimination in any education program or activity.

In compliance with federal regulations, 45 CRF 185.43 (d) (2), it is the policy of the Dothan City Board of Education that there be no racially identifiable classes established or permitted to exist in the Dothan City Schools, except as outlined in item "C" on the following page under Instructional Practices and Equality of Educational Opportunities. The Board places an equal emphasis upon nondiscriminatory provision of educational opportunities for children concerning such factors, in addition to race or color, as: (1) handicap, (2) creed, (3) national origin, or (4) sex. All programs offered by schools within the Dothan City School District shall be open to all students regardless of sex in compliance with Title IX of the Education Amendments of 1972 as later amended by the final regulations for implementation of this legislation.

Admission

Pursuant to the requirements of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001 and the Stewart B. McKinney Homeless Assistance Act, all students homeless, migratory, immigrant, and Limited English Proficient children have equal access to the same free appropriate public education including public preschool education, provided to all other children and youth.

The enrollment of homeless, immigrant, migrant and limited English proficient children and youth shall not be denied nor delayed unduly due to any of the following barriers:

*Lack of birth certificate
*Lack of school records or transcripts
*Lack of immunization or health records
*Lack of Social Security Number
*Lack of proof of residency
*Lack of transportation
*Guardianship or custody requirements

Instructional Practices and Equality of Educational Opportunities

The Board intends that its nondiscriminatory policy includes, but is not necessarily limited to:

A.   Assigning students to ability groups, tracks, special education classes, special classes for mentally, emotionally, or socially disturbed, or any curricular or extra-curricular activities on the basis of race, color, or national origin, or the sex of the student;
B.   The prohibition of any tests which are considered by experts to be biased to the degree that these tests are discriminatory in nature;
C.   The charging of any fees to those students who are unable to pay these fees even though the charge itself may be in accordance with Board policy and State Statute; no grades, report cards, or other benefits of the instructional program shall be denied any student because of his inability to pay the costs of these programs. Students shall be admitted to the programs without charge.

The above regulations shall not be interpreted to bar legitimate homogeneous or ability grouping based upon reliable, objective evidence that such measures are educationally beneficial to involved students and consistent with all Federal, State, and local regulations.

All grading practices, establishment of promotion and retention policies and decisions concerning graduation requirements shall be of a non-discriminatory nature.

Title IX Grievance Procedures

The grievance procedures outlined in regulation coded, GAE-R shall be applicable to student personnel as well as employees. Should grievances not be satisfactorily resolved at the local school level as stipulated in Levels One and Two of the procedure, the complainant shall request a hearing of the grievance in writing. Requests shall be addressed as follows:

>   Dr. Charles Ledbetter – Office of Superintendent of Schools
>   500 Dusy Street
>   Dothan, Alabama 36301

Dothan City Schools English Language (EL) Advisory Council

The EL Advisory Council of Dothan City Schools is comprised of a cross-representation of Central Office leaders, school administrators, instructional coaches, counselors, EL teachers, classroom teachers, parents, and community members.

The EL Advisory Council meets at least once annually. The committee reviews assessment data, budgets, and plans in order to recommend and approve the goals, strategies, and action steps of the EL program.

The EL Advisory Council makes recommendations regarding:
- Developing elements of the English language instructional program
- Providing high-quality professional development for staff
- Facilitating successful parental involvement programs to further student success
- Budgeting of state, local, and federal funds
- Evaluating the effectiveness of the EL core program

Dothan City Schools EL Advisory Council

Katie Comeens	EL Lead Teacher
Jhina Garcia Snell	EL Teacher
Elizabeth Boozer	EL Staff
Judy Ayala	EL Staff
Ebony White	EL Staff
Melba Cook	EL Staff
Scott Faulk	Director of Secondary Curriculum
Teresa Davis	Director of Elementary Curriculum & Testing
Lee Jacobs	Director of Federal Programs
Mike Manuel	Chief Financial Officer
Todd Weeks	Director of Personnel
Vanessa Gunn	Elementary School Principal, HLE
Wanda Dismukes	Elementary School Principal, KSE
Christy Martin	Elementary School Program Specialist, Cloverdale/Heard
Jennifer Hinson	Elementary School Program Specialist, Highlands
LaTesha Weatherington	Middle School Principal, HMS
Donnie Chambers	High School Assistant Principal, DHS
Gina Riley	Parental Involvement Specialist, KSE & Slingluff
Amanda Till	Elementary School teacher, Slingluff
Angelia Gosha	Elementary School teacher, Selma
Sharon Bennett	Middle School teacher, HMS
Alison Holley	Middle School Media Specialist, GMS
Todd Mitchell	High School teacher, DHS
Meghan Mathus	High School teacher, NHS
Valerie Atkins	Elementary Counselor, HLE
Celena Morris	Elementary Counselor, KSE
Leah Oppert	Elementary Counselor, Heard
Sharon Pugh	Secondary Counselor, HMS
Courtney Bratcher	Secondary Counselor, DHS
Michelle LeSueur	Secondary Counselor, NHS
Nikki Burns	Reading/Instructional Coach, Slingluff
Dixson Klinger	EL Parent/Community Member
Maria Hernandez	EL Parent/Community Member
Denise Vincent	Pre-K/Headstart Director
Chrissy Taylor	Special Education Teacher
Beth Mustin	LINC Teacher, Slingluff
Margarita Presson	Community Member, Interpreter

Legal Guidance & Compliance

The following is a synthesis of major legislation, court rulings and administrative regulations addressing language minority students. There is a substantial body of federal law established to ensure the rights of national origin minority students.

Federal Laws

1868   Constitution of the United States Fourteenth Amendment
"No state shall … deny to any person within its jurisdiction the equal protection of the laws."

1964   Civil Rights Act, Title VI
"No person in the United States shall, on the ground of race, color, or national origin … be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

1974   Equal Educational Opportunities Act (EEOA)
"No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by … the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

2001   No Child Left Behind Act
"… ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments."

Supreme Court

1974   Lau V. Nichols
Equality of instruction denied to non-English speaking if special provisions are not made to aid them in learning English in schools.

1982   Plyler V. Doe
States prohibited from denying free public education to children of undocumented immigrants, regardless of legal status. Schools are not agents for enforcing immigration law.

Federal Courts

1974   Serna V. Portales
Court ordered schools to make a curriculum available to students who lack English skills.

1978   Cintron V. Brentwood
ESL students not be segregated completely from other students, but included in art, PE, and non-language based classes.

1981   Castañeda vs. Pickard: The 5th Circuit Court established a three-pronged test for evaluating programs serving English language learners. According to the Castañeda standard, schools must:

- ➢ Base their program on educational theory recognized as sound or considered to be a legitimate experimental strategy;
- ➢ Implement the program with resources and personnel necessary to put the theory into practice; and
- ➢ Evaluate programs and make adjustments where necessary to ensure that adequate progress is being made. [648 F. 2d 989 (5th Circuit, 1981)].

Memoranda

May 25, 1970 Memorandum (Department of Health, Education, and Welfare)
Where the inability to speak and understand the English language exclude national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. *Memoranda were also posted by the Office of Civil Rights (U.S. Department of Education) with policy and policy updates in 1985, 1990, and 1991.*

U.S. Department of Education's Office for Civil Rights and the U.S. Department of Justice: Joint Guidance on English Learner Students and Limited English Proficient Parents

January 7, 2015   The U.S. Department of Education's (the Department's) Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) released a joint guidance entitled "Dear Colleague Letter: English Learner Students and Limited English Proficient Parents," which outlines the legal obligations of state and local education agencies (SEAs and LEAs) to English learner (EL) students under civil rights laws and other federal requirements.

The guidance can be found on OCR's resource page on the Department's website:
http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf

Dothan City Schools EL Program Synopsis

Policy: The Dothan City Schools Board of Education recognizes that within the district there are students who have a primary language other than English. The goal of the English as a Second Language (EL) program is to have each student become proficient in the use of the English language, however, not to replace the student's primary language.

Accordingly, the Board of Education authorizes the Superintendent or his designee to take affirmative steps to enable students to overcome language barriers in the classroom. These affirmative steps include identification, assessment, appropriate services, and monitoring.

Purpose of Program: English as a Second Language (EL) shall be taught to enable English language learners (EL) to become competent in the comprehension, speaking, reading, and writing of academic English. The program shall emphasize mastery of academic English language skills and content area concepts and skills so students are able to participate effectively in the regular academic program and to reach their full potential.

Home Language Survey: (Form A) The Home Language Survey will be administered to the parents of all students at the time of initial registration. The survey should be signed by the parent or guardian. Office Staff should ensure that a Home Language Survey is obtained for every student and given to the EL teacher within three (3) school days. The Home Language Survey for every student should be placed in the ESL teacher's box. The EL teacher will review and initial the document and then return the document to either the home room teacher's or the office staff's box.   The initialed Home Language Survey must be placed in the student's permanent record file.

Potential English Language Learners (EL): A student with a Home Language Survey indicating any language other than English on any question is a potential EL. Within 10 days from the date of enrollment, the ESL instructor will gather information on the student and administer the W-APT (WIDA ACCESS Placement Test) to determine the level of English language proficiency. The EL instructor will convene an EL Committee Meeting in order for the committee to review data and information and determine appropriate placement. Parents should be notified of and invited to attend the EL Committee Meeting. (The English language instruction educational program will be referred to as the EL program hereafter in this document.)

Parental Notification: According to Title III, Part C, Section 3302(a), each Local Education Agency (LEA) shall, "not later than **thirty (30) days** after the beginning of the school year, inform a parent or the parents of a limited-English proficient child identified for participation in, or participating in" an English language instruction program, about the following:
- The reasons for the identification of the student as limited-English (LEP) proficient and in need of placement in an English language instruction educational program.
- The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement, to the extent known.

- The method of instruction to be used in the English language instruction educational program and how the program differs in content, instructional goals, and use of English from "regular" programs in the school.
- How the program will meet the educational strengths and needs of the student.
- How the program will specifically help the student learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
- Specific exit requirements for the program, the expected rate of transition from the program into regular classrooms, and the expected rate of graduation from high school, if appropriate.
- If applicable, how the program meets objectives of the student's individualized education plan (IEP).

Specifically, the following information pertaining to parental rights must be provided in writing:
- The right of parents to have their child immediately removed, upon their request, from the English language instruction educational program.
- The options that parents have to decline to enroll their child in an English language educational program or to choose another program or method of instruction **if** another program or method is available.
- The assistance that will be provided for parents in selecting from among various programs and methods of instruction if more than one program or method is offered by the LEA.

If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the EL Committee must carry out the parent notification requirements within **two (2) weeks** of a student being placed in such a program.

The notice to parents shall be printed in English and/or the parents' primary language when available. Parents are not required to respond affirmatively to the notification for the student to participate in the English language instruction educational program. If a parent does not wish for his/her child to receive supplemental EL services, he/she must sign a waiver (see appendix). Upon receipt of written instructions from the parent, however, the EL Committee must withdraw the student from the formal English language instruction educational program. The teachers and school are still obligated to provide appropriate, informal strategies to ensure that the student's English language and academic needs are met.

English Language Committee: Each school shall form an EL Committee consisting of a school administrator, a content area teacher, an EL instructor, the school counselor, and others as designated by the principal. The English Learner's parent will be invited to participate in EL Committee decisions. The Committee shall review all relevant information and determine appropriate placement and exit from the EL program for all ELLs.

Program Exit: A student will be exited from the EL program upon achieving a **4.8 or higher** on the ACCESS for ELs.

Written notice shall be provided to the parents within five (5) school days of the EL Committee Meeting informing them that their child will be exited from the EL program. The notice shall be printed in English and the parents' primary language when possible.

Upon exiting the EL program the student will no longer be classified as LEP. The EL instructor and the EL Committee shall monitor the progress of the student for **two (2) years**. During the first year the student will be monitored at the conclusion of each grading period and will be classified as **Former LEP Monitor Year 1 (FLEP1)**. The student will be monitored at the conclusion of each semester during the second year and will be classified as **Former LEP Monitor Year 2 (FLEP2).** After successfully completing the two (2) years of monitoring, the student will be classified as **FLEP**. If the student is not academically successful or does not pass coursework without accommodations while being monitored, the EL/PST committee will reconvene to determine whether the student should be reevaluated for EL services using the MODEL. The student may then be reclassified as LEP and reenrolled in the ESL program or other appropriate academic intervention programs.

Assurances: The DCS EL Policy and Procedure Manual was designed through consultation of Shelby County Schools' EL Department and ALSDE.   It was reviewed by a council of administrators, teachers (both EL and regular classroom teachers), counselors, parents, instructional coaches, community representatives, and representatives of the following programs: Special Education, Gifted/Enrichment, and Magnet.

ESL PROGRAM OVERVIEW

**Student Enrolls
Home Language Survey Completed &
Given to EL Staff for Review**

**If language other than English is
indicated on any response,
screen student with W-APT**

**Student doesn't qualify for
EL services. He/she is
identified as
NOMPHLOTE.**

**Student qualifies for EL
services. Parents are
notified. EL Committee
develops I-ELP. Student is
identified as LEP1 or
LEP2.**

**Student qualifies for EL
services but parents waive
services** *(student still has I-ELP
and takes ACCESS test yearly)*

**Exit Status:
Student scores 4.8 or higher on ACCESS
He/She is identified as Former Limited English Proficient,
Monitoring Year 1 (FLEP1)**

**Exit Status:
Student is successful during FLEP1 year. He/She is
identified as Former Limited English Proficient,
Monitoring Year 2 (FLEP2)**

**Student is successful during FLEP2 year. He/She is
identified as Former Limited English Proficient (FLEP)**

**If student struggles academically during the 2 years of
monitoring, EL Committee convenes to determine
solutions, which may include administering the WIDA
MODEL to see if student re-qualifies for EL services.**

Registration Procedures

All language minority students must be allowed to attend school, regardless of their ability to produce a birth certificate, social security number, immigration documentation, or proof of immunization.

Regarding Documents Requested for Registration:

1. **Proof of Age** - a valid birth certificate, passport, or other official document listing date and place of birth.

A Birth certificate is not required. Other documentation including but not limited to a family Bible (or other religious documentation) sworn affidavit, or notarized statement of birth date must be accepted in the absence of a valid birth certificate. Refer to ALSDE August 17, 2012 Memorandum.

2. **Proof of Immunization** - The State of Alabama Certificate of Immunization is available at the County Health Department or a physician's office.

If a student does not have a blue immunization form, a copy of their previous immunization record can be accepted (from another country or even from another school sending a copy). The school and/or ESL department then helps the family know where to go to receive an Alabama immunization record and time is allowed for the student to submit the immunization record. However, enrollment is not withheld due to not having a blue immunization form. **These efforts should be documented for future reference as needed.** If appropriate immunization documentation cannot be obtained within a reasonable period of time, the student case should be handled in accordance with approved state and local board of education procedures.

3. **Registration Forms** - School registration forms are to be completed and filed at the school. Registration forms will be available in several languages. No questions regarding immigration status are asked of the parents or students during registration because schools are not agents of the immigration agency (Plyler v. Doe, 1982)

4. **Home Language Survey** - System wide form to be completed and signed at initial enrollment by the parents or guardians of students. This form will be filed in the permanent record of each child in the system.

5. **Proof of Residence** – One proof of residence is requested at the time of enrollment. In the event that families cannot produce this, the school will assist the family in obtaining residency documentation. The LEA can also assist with residency determinations and/or conduct a home visit to help verify residence.

6. **Social Security Card** - is NOT required for enrollment or for school lunch forms. If social security card is not presented at enrollment, Student Services will assign an identification number. No school or district documents should request a Social Security Number without a disclaimer included that specifies that such information is not required.

Former School records- Former school records, report cards, and/or transcripts are requested of the parents or guardians. In many situations, with or without such records, an incoming student's grade will be determined by age-appropriate placement (for K-8).

If parents or students need language assistance during the registration procedure, every effort will be made to provide an interpreter. Every effort should be made by office staff to provide forms in the family's primary language.

Identification of English Language Learners (ELs)

The *Home Language Survey (HLS)* will be the identification tool for potential English Language Learners (ELLs). This survey will be administered to **ALL** new students as part of the registration process by the staff member responsible in each school for registering students (secretary, guidance counselor, teacher, or administrator). All HLSs shall be filed in students' Cumulative Record Folders.

If a language other than English is identified in any of the HLS responses, the student should be identified as a potential EL.

1. The school official (data manager/registrar, guidance counselor, teacher, or administrator) registering the student should put the original Home Language Survey in the EL teacher's box **within three (3) school days** of enrollment. The EL teacher will review every HLS, looking for and making note of information such as other languages spoken, first language learned by the student, country of birth, initial enrollment in U.S. schools, and indications of parents needing communication in a language other than English. After careful review, the EL teacher will initial the original HLS and return it to office staff.
2. Any student answering with a language other than English to any of the HLS questions will be evaluated under the procedure and criteria developed for assessment of LEP status.
3. An ELL Committee meeting will be held to discuss the assessment results and placement considerations **within ten (10) school days** of enrollment. NOTE: The Ten Day Rule does not apply to students enrolled prior to or on the first day of school. **They are on a thirty (30) day timeline**.
4. The completed EL Student Referral and Placement (See Appendix) form will be filed in the student's blue ESL folder, which is part of the student's Cumulative Record Folder.
5. In the event that a student transfers into Dothan City Schools and their cumulative record information includes information about ESL/language acquisition services, the information should be forwarded to the ESL teacher immediately. If parents or students need language assistance during the registration procedure, every effort will be made to provide an interpreter.

LEP Defined

The Alabama definition of Limited English Proficient (LEP)/English Language Learner (ELL) is taken from the No Child Left Behind Act of 2001, S. 9101, 25 of Title IX:

"(25) Limited English Proficient. – The term 'Limited English Proficient', when used with respect to an individual, means an individual –
    (A) who is age 3 through 21
    (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
    (C) (i) who was not born in the United States or whose native language is a
            language other than English;
       (ii) (I) who is a Native American or Alaska Native, or a native resident of the
               outlying areas; and
            (II) who comes from an environment where a language other than English
               has had a significant impact on the individual's level of English
               language proficiency; or
      (iii) who is migratory, whose native language is a language other than English,
            and who comes from an environment where a language other than
            English is dominant; and
    (D) whose difficulty is speaking, reading, writing, or understanding the English language
         may be sufficient to deny the individual –
         (i)   the ability to meet the State's proficient level of achievement on State
              assessments described in Section 1111(b) (3);
         (ii) the ability to successfully achieve in classrooms where the language of
               instruction is English; or
         (iii) the opportunity to participate fully in society."

All **LEP** students participate in the Alabama State Testing Program with or without accommodations. There are no exemptions from state assessments for LEP students except **LEP 1** students in **their first academic year of enrollment in U.S. schools (from date of entry). LEP 1** students, during their first academic year of enrollment in U.S. schools, will not be required to participate in the reading subtest of any State assessments. For the purposes of participation in the assessment program**,** the **LEP 1** student will take the English language proficiency assessment if they do not participate in the reading subtests described above. This assessment for Alabama's LEP students is the *ACCESS*, which is administered in the Spring.

The LEP/ELL definition includes students with a wide range of educational needs with respect to learning English as a second language (ESL). Examples include the following types of students:

- Children of recent immigrants who speak no English and who have had no formal training in written language.
- Children of highly-educated immigrants who have had formal training in English during formal schooling.

- United States-born children whose primary language is not English and who have had limited formal education through English language.
- Children recently adopted from foreign countries for which English is not the official or native language
- Children reared in homes where the dominant language of communication is not spoken or written English.

Once a student is identified as LEP, the student is classified as Limited English Proficient Year 1 (**LEP1**) for the first complete year in U.S. schools. After the student has completed one complete year (from date of entry), the student is classified as Limited English Proficient Year 2 (**LEP2**). The student will remain classified as an LEP2 until the student exits the ESL program.

A student is considered Limited English Proficient until exited by the ELL committee. In order to exit a student must earn a 4.8 or higher composite score on the state English language proficiency test. For the first year after being exited, the student is classified as Former Limited English Proficient Monitor Year 1 (**FLEP1**). During the second year following exiting, the student is classified as Former Limited English Proficient Monitor Year 2 (**FLEP2**). At the end of the two years of monitoring, the student is classified as Former LEP (**FLEP**).

Any student who has reentered the EL program will not be classified as "Former LEP" until he/she has again scored proficient on the ACCESS test and progressed through two years of monitoring.

Language Proficiency Assessments

When the Home Language Survey indicates that English is the not student's primary or native language, the student is given the WIDA-ACCESS Placement Test (W-APT) **within ten (10) days of enrollment** by the ESL staff certified to administer these instruments.

W-APT, or the WIDA-ACCESS Placement Test, is an English language proficiency "screener" given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA's comprehensive assessment system.

The *ACCESS for ELLs* is an annual assessment that indicates the progress students have made from year to year and annual proficiency level. Both the ACCESS for ELLs and the W-APT assesses the four language domains of Listening, Speaking, Reading, and Writing.

W-APT and ACCESS test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards. The standards are:

1. English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.
2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.
3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.
4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

W-APT and ACCESS test forms are divided into five grade-level clusters:
Kindergarten
Grades 1-2
Grades 3-5
Grades 6-8
Grades 9-12

A similar test, the *MODEL* (Measure of Developing English Language) has been developed by WIDA and may be given in place of the W-APT.

Any language-minority student scoring a 3.9 or below on the W-APT or the MODEL **must** be identified as limited-English proficient (LEP). These students **will** require placement in an English language instruction educational program. An EL Committee Meeting will be held to determine the level of services needed to support the student in the general education classroom.

Any language-minority student scoring a 4.0 or above on the W-APT or MODEL will be placed in the regular education program without accommodations. (*Note: According to the ALSDE EL Manual, students scoring above a 4.0 on the W-APT "**may** be identified as limited-English

proficient and **may** require placement in an English language instruction educational program. The EL Committee will discuss placement options and determine the best placement for the student.)

The Kindergarten W-APT is not able to assign scores across the full range of WIDA ELP levels 1-6. Instead, scores for Speaking and Listening are marked as showing low, mid, high, or exceptional proficiency. Any Kindergarten language minority student scoring a 28 or below **must** be placed in the EL program. Students making a 29 or above are considered proficient, but their academic progress may be monitored in case re-screening is needed at a later time.

ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English.

The ACCESS for ELLs is administered each spring in accordance to the testing calendar set forth by the Alabama State Department of Education. All Kindergarten students are assessed individually. Students in grades 1-12 take the speaking portion of the test individually and the listening, reading, and writing portions in small group with students of the same grade level cluster and tier. Within each grade-level cluster (except Kindergarten), ACCESS for ELLs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills. The chart below demonstrates five of the six language levels and demonstrates how each level corresponds with a tier. (Note: Level Six, not illustrated, represents Reaching [proficiency]).
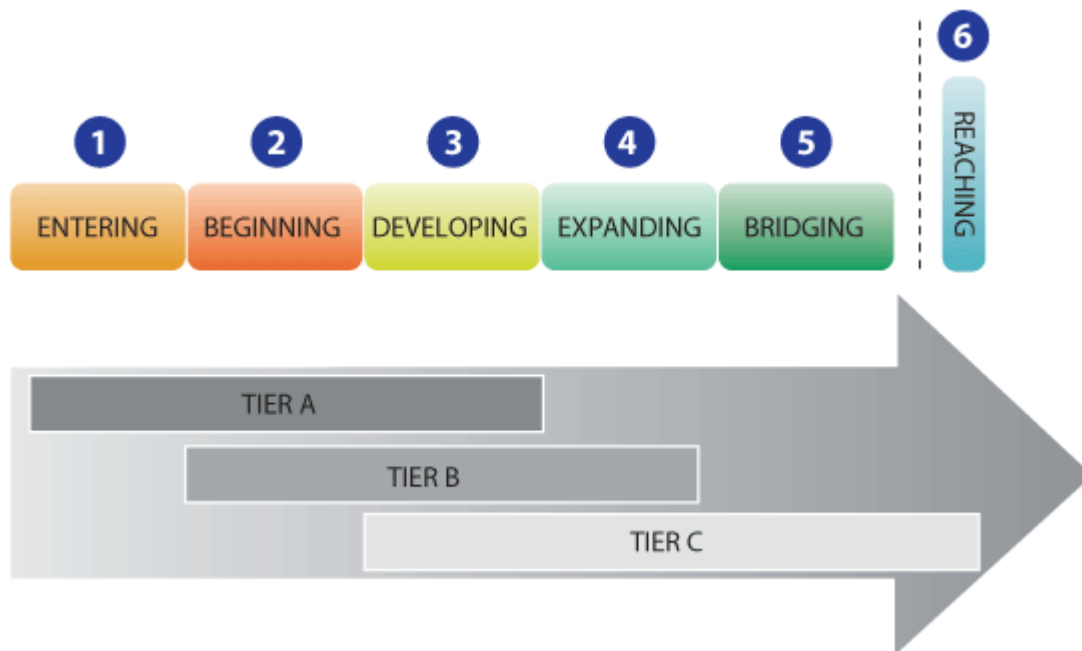
Students scoring less than a 4.8 composite score will participate in the ESL program based on their level of proficiency and grade level in accordance with the decision of the ELL Committee.

Alternate ACCESS for ELLs is a performance-based assessment developed specifically for English learners (ELs) in Grades 1-12 with significant cognitive disabilities.

Participation Criteria:

- Student must be classified as an EL.
- Student must be identified as eligible for special education services as a student with a significant cognitive disability.
- Student must be participating in an alternate curriculum and in the *Alabama Alternate Assessment* (AAA).

MODEL, ACCESS for ELLs, Alternate ACCESS for ELLs, State Assessments, and any other available norm referenced test scores, in addition to prior academic record information,   will be noted on the EL Student Referral and Placement Form by the EL instructor. This form will be provided to the EL Committee **within ten (10) days** of identification for a placement decision. The Committee will review all available information to make a recommendation for the most appropriate placement decision. All assessments, recommendations, and placements should be completed immediately after identification.

According to Title III, Part C, Section 3302(a), each LEA shall, "not later than **thirty (30) days** after the beginning of the school year, inform a parent or the parents of a limited-English proficient child identified for participation in, or participating in" an English language instruction program, about the details of the program as instructed in the parental notification section of this document (Appendix __). If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the LEA must carry out the parent notification requirements within two (2) weeks of a student being placed in such a program. The most current test results and EL Student Referral and Placement Form will be placed in the student's blue EL folder by the designated member of the EL Committee. Copies can be made by the appropriate personnel as needed.

All students (including all EL students) will participate in all aspects of the State Assessment Program according to state and federal guidelines. LEP students in their first academic year of enrollment in U.S. schools receive special consideration regarding their participation in state assessments, as outlined in a memo from Dr. Thomas Bice, State Superintendent of Education and the ALSDE 2015-2016 Decision Chart (Both located in Appendices).

Language Minority Students: Language Categories

Generally speaking, students may be categorized as non-English proficient, limited-English proficient, or fluent-English proficient. For educational purposes, students who are other than fluent-English speakers are considered to be English Language Learners (ELs) and are provided services based on the following codes:

LEP1   Limited English Proficient (**LEP Year 1**)
LEP2   Limited English Proficient (**LEP Year 2 or more**)
FLEP1   Former Limited English Proficient (**FLEP Monitoring Year 1**)
FLEP2   Former Limited English Proficient (**FLEP Monitoring Year 2**)
FLEP   Former Limited English Proficient
NOMPHLOTE   National Origin Minority whose Primary Home Language is Other Than English

LEP (Year 1) students are those who have entered our system and have attended U.S. schools less than one year. The proficiency of these students may be limited and written test scores are neither valid nor recommended. Some of these students are literate in their primary language. These students receive services from an EL Resource Teacher or EL Instructional Aide.

LEP (Year 2 or more) students usually exhibit good oral skills in English but have difficulty with reading and writing skills. These students will take the norm referenced state tests and remain in the ESL program until they have met exit criteria. They receive support services from the EL Resource Teacher or EL Instructional Aide.

Transitional students (**FLEP Monitoring Year 1 or Monitoring Year 2**) have met requirements for exiting the ESL program and no longer receive special support services. The ESL Team will monitor their progress for two years. Should these students experience academic failure, the EL Committee should convene and may recommend re-screening for EL services using the WIDA MODEL test. Based on the screener results, the student can be re-identified as LEP, and can be served again by the EL program. At the end of the two-year monitoring phase, these students become Former Limited English Proficient (FLEP) and their scores will no longer be included in the LEP subgroup.

NOMPHLOTE students are those whose Home Language Survey indicated a language used at home other than English. These students are automatically screened with a WIDA language screener (W-APT or MODEL). If the student does NOT qualify for EL services, he/she is labeled NOMPHLOTE. This identification alerts school staff of the possibility of non-English speaking parents who may be in need of translation services.

Educational Approach for the EL Program & Instruction of ELs

The instructional goals of the Dothan City Schools EL Program are as follows:

- To increase the English language proficiency to the degree necessary to allow successful independent functioning in the regular school program.

- To provide the ELL the opportunity to reach his/her full potential.

According to Cummins' research (1979), it takes the average ELL from **one to three years** to acquire *BICS* (Basic Interpersonal Communication Skills), the social language which is needed to function on a daily basis; moreover, it takes approximately **five to seven years** to acquire *CALP* (Cognitive Academic Language Proficiency), the language skills necessary to function in an academic setting. Working with this premise in mind, the Dothan City School System has developed a plan to meet the needs of the ELs.

For all aspects of Dothan City's English language instruction educational program, teachers will use approaches based on scientifically based research that demonstrate effectiveness in increasing English proficiency and student academic achievement in core academic subjects. **The core EL program for Dothan City Schools is SDAIE (Scientifically Designed Academic Instruction in English).** All teachers will be training in SDAIE strategies. Additionally, all teachers will include activities that focus on listening, speaking, reading, and writing to facilitate second language acquisition (Krashen 1982, Freeman and Freeman 1994, Freeman and Freeman, 2002).

Methods of instruction include but are not limited to:

- **Content-based instruction** (Briton, Snow, and Wesche 1989, Crandall 1992, Met 1991, Anstrom 1997)

- **CALLA-Cognitive Academic Language Learning Approach** (Chamot and O'Malley 1987, Freeman and Freeman 1994)

- **The Natural Approach** (Richards and Rodgers 1986, Rodgers 2001)

- **Communicative Language Teaching** (Freeman and Freeman 1994, Rodgers 2001)

- **Sheltered Instruction Observation Protocol** (SIOP) Model (Echevarria, Vogt, and Short 2004)

- **Total Physical Response** (Freeman and Freeman 1998, Rodgers 2001)

- **Reading instruction methods supported by the Alabama Reading Initiative** (see Closing the Gap available from the Alabama Department of Education, http://www.alsde.edu/html/sections/doc_download.asp?section=50&id=375&sort=70).

The WIDA consortium provides an abundance of resources created for teachers of ELs. Professional Development on the WIDA resources will be provided to mainstream teachers. EL and Mainstream teachers will use the following WIDA resources to help in their understanding of and implementation of appropriate teaching strategies for ELs:

- WIDA ELP (English Language Proficiency) Standards

- Can-Do Descriptors
- Performance Definitions
- Features of Academic Language
- Guiding Principles of Language Development

EL and mainstream teachers will work together to provide the most appropriate instruction using best practices to meet the individual language and academic needs of students. The EL curriculum is based on WIDA – English Language Development Standards for English Language Learners in Kindergarten through grade 12 (2012) in correlation with College and Career Readiness Standards. The district EL staff is available to provide training in support of effective instruction of ELs.

In addition to assigning ELs to a regular class in which the classroom teacher has received training in teaching ELs, the ELs receive regularly scheduled EL instruction. Students are placed in the EL program based upon their performance on an English language proficiency test of listening, speaking, writing, reading, and comprehension. The level of English proficiency determines the amount of specialized instructional time needed for that student.

A combination of strategies is used to teach language: whole language, phonics, oral language skills, cooperative learning, and integrated reading. Emphasis is placed upon the development of the four language domains: listening, speaking, reading, and writing. A variety of materials and equipment is used in instruction. These include textbooks, technology, videos, listening stations, games, purchased programs and materials, and language development activities.

All teachers providing instruction for ELs should use a variety of approaches in organizing the classroom, designing a curriculum, and presenting lessons. There are several basic elements underlying all good language instruction:
- Versatility and flexibility
- Interactive lessons with hands-on activities and cooperative learning
- Encouragement and support of the mainstream or regular curriculum
- Opportunities for all students to feel successful by providing appropriate modifications and accommodations for the needs of students' different levels of ability
- Integration of language skills, thinking skills, and content knowledge.

The following methodologies are promoted as good teaching strategies for ELs as well as all students:
- Total Physical Response (TPR)
- Cooperative Learning
- Language Experience
- Dialogue Journals
- Learning Centers

- Sheltered Instruction
- Interactive Peer to Peer Oral Techniques (IPOTs)

EL and regular classroom teachers should:
- Announce the lesson's objectives and activities
- Include both a language and content objective for each lesson
- Write legibly and grammatically correct
- Develop and maintain classroom routines
- List and review instructions step by step
- Present frequent summations of the main points of the lesson
- Use visual reviews with lists, charts, and other graphic organizers
- Have students provide oral summaries
- Present information in multiple and varied ways
- Build Background
- Control rate of speech
- Pre-teach academic vocabulary
- Utilize frequent checks for comprehension

English Language Program Services

An English Language Program is provided to all ELs in grades K-12 by EL instructors in each local school.

EL instruction at all levels is a combination of English Language Development (ELD) pullout and grade-level content-centered sheltered classroom instruction. EL instruction at grades K-8 is provided through a "pull-out" program of individual and small group work combined with classroom support services. At the secondary level grades 9-12, LEP students are provided instruction either in a "pull-out" program or in daily EL classes at either Dothan High School or Northview High School. Students at the secondary level may receive elective credit for English Language Acquisition courses.

Students in the EL Program receive from thirty minutes to 4 hours weekly of English language instruction based upon their individual level of English proficiency. The decision concerning appropriate time spent receiving EL services will be made by the EL Staff (in collaboration with the EL Committee). As the student's English proficiency increases, EL instruction decreases.

EL pullout should not regularly take the place of physical education, art, music, library, or other such courses. EL staff and mainstream teachers will work together to determine the best times for pullout services. EL staff should seek to avoid pulling a student from whole group or core content instruction. Mainstream staff should seek to understand the scheduling difficulties imposed by limited EL staff. Classroom teachers must provide for missed instruction.

Students should **not** be penalized for class activities and assignments missed while pull out services are being received.

ELs participate the remainder of the school day in regular academic classes and/or special programs. Content area teachers differentiate instruction and provide accommodations as identified in the student's I-ELP to meet individual EL needs. Training will be provided to classroom teachers in strategies for appropriate accommodations. Some of these accommodations include oral rather than written assignments, oral testing, extra time to complete assignments, shortened assignments, alternative assignments, and tutoring. The EL department will provide professional development activities to equip teachers with strategies for instructing and accommodating ELs.

To appropriately provide accommodations, mainstream teachers should refer to the Accommodations page of the I-ELP, which must be given to all teachers of an EL by the EL Committee at the beginning of the year. The Accommodations page is to be kept and referred to frequently by mainstream teachers. Some students will not receive the same accommodations in every content area.

New secondary ELs are placed in less language dominant classes but not necessarily less challenging classes. A bilingual instructional aide may be used when available. Spanish speaking students may be placed in Spanish classes to maintain or promote a high level of literacy in their first language and to provide additional support for the transition to second language acquisition.

High school ELs may acquire elective credit for EL classes. ELs are to be made aware of career-technical courses and extracurricular activities that are available.

If parents refuse services, a *Denial to Participate Form* should be signed by the parents and placed in the student's EL file (blue folder in Cum) by the EL instructor. The school district is still required to make accommodations in instruction and monitor the student's academic performance. Although the parent has denied EL supplemental services for the student, the student must continue to participate in the annual English Language Proficiency testing (ACCESS for ELLs) until attaining proficiency.

School information is provided to parents in a language that they can understand through interpreters and/or forms and letters in the home language.

ELs are assessed annually by the EL staff, using ACCESS for ELLs, to determine progress in English language acquisition. All ELs will participate in the State Assessment Program on assessments including but not limited to the ACT ASPIRE, ACT WorkKeys, ACT Plus Writing, and ACT Quality Core End of Course Assessments. The Special Populations Manual provided by ALSDE should be consulted for guidelines relating to the participation of ELs. No student shall be excluded from participation in the state's required assessments. These scores are collected and reviewed by the EL Committee and the EL Program Supervisor.

Title III law requires effective instruction that: (1) leads to the timely acquisition of proficiency in English and (2) provides teaching and learning opportunities so that each student can become proficient in the state's academic content and student academic achievement standards within the specified time frame that is expected for all students. The English language instruction educational program for ELs may emphasize English temporarily over content subjects. The special instruction in English language development may be discontinued when the student becomes proficient. The school, however, is obligated to provide any assistance needed to remedy academic deficits that may have occurred in other subjects while the student was focusing on learning English. If a student is identified as English-proficient on a reliable and valid language proficiency test and scores below grade level in core academic subjects, the school system must assist the student in eliminating the deficiencies. If the student exits the English language instruction educational program, efforts to eliminate the deficiencies may continue through the regular program and any supplemental programs and/or services that are available to other students who are eligible for such services.

Resources & Materials for Instruction

To reach the goal of English proficiency comparable to that of a native speaker of the same age and intellectual ability, EL materials are used that stress the development of communication skills - comprehension, speaking, reading, and writing.

Computers, websites, and relevant software, audio and video equipment, language masters, electronic dictionaries/translators, and numerous printed materials are utilized by EL personnel and shared with regular program instructional staff.

Some of the materials and resources utilized for the implementation of the EL program include but are not limited to:

- Scott Foresman Reading Street ESL Resources for Grades K-5, including
  - ELL Handbook & Survival Guides
- *English At Your Command! PreK-5th Grade Level*: Hampton-Brown
- Keys for Learning Vocabulary Flashcards
- *Language for Learning* by SRI
- SRA Photo Library: Newcomers Kit
- *Classroom Teacher's ESL Survival #1 & #2*
- Bilingual Dictionaries
- New Oxford Picture Dictionaries & Content Dictionaries
- *ACCESS* Curriculum from Great Source for grades 6-12
  - Math
  - Science
  - American History
  - World History
  - English
  - Newcomer's Program
- *Keys to Learning: Skills and Strategies for Newcomers* (Longman/Pearson)
- *Finish Line for ELLs* for Grades 1-12 (Continental Press)
- QuickStudy Charts: By topic & Common Core by Grade/Subject
  - All Sciences
  - All Histories (World & U.S.)
  - All Maths
  - Language Arts Grades 1-10
  - Math Grades 1-10
  - Extra subjects: Computer, ESL/Basic English, Citizenship, Verbs, Spanish

Computer Programs:

- Read 180
- Ellevation
- System 44
- Rosetta Stone Foundations
- Rosetta Stone Advantage
- Ellis
- BrainPop, BrainPop Jr., BrainPop ESL

Instructional resources for ELLs are selected utilizing knowledge of research based strategies for the effective instruction of ELLs. Particular emphasis is placed on the curriculum being written by ESL experts who have used their research and expertise in developing the materials. Any additional resources utilized that are not developed specifically for ELLs are selected based upon the recommendation of teachers and their ability to effectively utilize the selected materials to accommodate their instruction for ELLs. ESL materials and resources are high quality and support the district's goal for high academic achievement for all students.

Local School English Language Committee: Role in Program Placement

English Language (EL) Committee:
The EL Committee should consist of:
- A school administrator
- A classroom teacher of the student
- EL teacher(s)
- Counselor
- The student's parent(s)
- The student's Special Education teacher (if applicable)
- Others as designated by the principal

The EL Committee shall convene within **ten (10) school days** after identification to review the *ELL Student Referral and Placement Form* and any other pertinent information available on each EL.

Based upon this information, the Committee should:
- Make recommendations concerning the placement of each student
  a. in the ESL program and/or other related services; and/or
  b. in the regular education program without accommodations if the composite score from the ACCESS for ELLs is 4.8 or higher or the MODEL score is 4.0.
- Suggest the best class schedule for the ELL
- Outline accommodations/modifications for use in regular content area classes
- Determine the best grading procedure for the EL Determine, according to state guidelines, the accommodations necessary for the EL to participate in the statewide assessment program. ALL students will participate in the State Assessment Program according to state and federal guidelines.
- Provide written notice to the parents of the Committee's recommendation for the child to participate in the EL program. According to Title III, Part C, Section 3302(a), each LEA shall, "not later than **thirty (30) days** after the beginning of the school year, inform a parent or the parents of a limited-English proficient child identified for participation in, or participating in" an English language instruction program, about the details of the program as instructed in the parental notification section of this document (see section XI). If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the LEA must carry out the parent notification requirements within **two (2) weeks** of a student being placed in such a program. Parents are not required to respond affirmatively to the notification for the student to participate in the English language instruction educational program. Upon receipt of written instructions from the parent, however, the EL Committee must withdraw the student from the formal English language instruction educational program. The teachers and school are still obligated to provide appropriate accommodations and to utilize informal strategies to ensure that the student's English language and academic needs are met; the student will still be classified as LEP and will participate in the state English Language Proficiency assessments.

Recommend and monitor the participation of eligible ELs in any other applicable program; i.e., Title I, at-risk, homeless, migrant, etc.

- Determine that ELs are eligible to participate in all academic and special programs on the same basis as the native English-speaking students.
- Review the English Language Learners' progress in language acquisition and academic achievement on at least a quarterly basis.
- Encourage the EL to meet his/her academic goals.
- Lend emotional support and encouragement to the EL as he/she adjusts to life in the new school.
- Reclassify and recommend exiting the EL program when ELs become proficient in English and have met the exit criteria.
- Monitor the academic progress of students who exit the EL program for a minimum of **two (2) years.** If the student is not academically successful or does not pass coursework without accommodations while being monitored, the EL/PST committee will reconvene to determine whether the student should be reevaluated for EL services using the MODEL. The student may then be reclassified as LEP and reenrolled in the EL program or other appropriate academic intervention programs. If the student is reclassified as LEP and I-ELP should be completed documenting this change and demonstrating the reason for reclassification.
- Make recommendations to school decision makers on professional development for staff and parents regarding EL success.
- Work with parents to ensure maximum benefit from the school program.

The following documentation should be maintained in the individual EL student files:

EL Committee Portfolio	Blue EL file in Cumulative File
Copy of entire I-ELP	Home Language Survey
Initial Placement scores (if applicable)	Initial Placement test
ACCESS scores	Parent Notification of Program Placement (signed)
4 Progress Reports, each accompanied by Classroom Monitoring Form	ACCESS scores
4 Report Cards	I-ELP (current & previous)

All members of the EL Committee shall observe all rules and laws governing the confidentiality of information concerning individual students.

Recommendations for the Local School EL Committee

- The EL Committee should meet on a regular basis, preferably every grading period, to review the progress of each EL and monitored (FLEP1/2) student. In addition, meetings may be called as needed throughout the year.

- The EL Committee should keep the following documentation at meetings: Agenda with student names, a Sign-in sheet for committee members, and Notes page for documenting something for each student discussed.

- The EL Committee should gather as much information as possible about the EL's educational background.

- Based on his/her MODEL/ACCESS for ELLs scores and school records, the student should be placed in appropriate classes.

- Classroom accommodations are determined by the EL committee. Every teacher of an EL, including special area teachers, will receive a copy of the EL's I-ELP that outlines the appropriate accommodations for that student. As a student gains English proficiency, the ELL committee will make changes to the accommodations.

- **ALL teachers should implement all accommodations and assessment alternatives recommended by the EL Committee in order for LEP students to be successful in the content classroom.**

- Classroom teachers will complete the appropriate section of the Classroom Monitoring Form at each Progress Report grading period to document/verify that the appropriate designated accommodations have been implemented.

- The EL Committee should review each student's progress each grading period to determine if changes need to be made. In addition, meetings are called as needed throughout the year.

- Written documentation justifying low/failing grades at each grading period, including student work samples, must be presented to the EL committee for review and maintained in the student's EL portfolio. Verbal discussion via conference or phone with parents in a language they understand should be appropriately documented and filed.

- It is highly recommended that ELs are provided maximum opportunities for acquiring English as rapidly as possible and provided support in content classes in order to demonstrate proficiency on state assessments in English.

- ELs should be encouraged to participate in extracurricular activities. It may be necessary to appeal to the State High School Athletic Association for special permission for participation of students who have recently arrived to the United States.

- The EL Committee at the Secondary level should refer to the following recommendations that address specific situations.

- The EL committee should contact the EL Lead Teacher/EL Coach with any issues of concern. An additional meeting may need to be held.

Recommendations for High School ELs

Scenario	Committee Recommendation
An EL comes to enroll with a transcript from another country	Counselor contacts EL Office to help with transcript evaluation
An EL comes to enroll in school and doesn't bring a transcript or report card	Student must enroll in 9th grade to begin to earn credits
An EL enrolls in your school and needs additional instructional support	Try to schedule classes with more than one certified instructor and/or teaching assistant whenever possible
A non-English proficient student enrolls in your school	Try to schedule the student in an upper level course of the student's Heritage language as a foreign language elective
There is an EL, who has recently enrolled in school, and wishes to participate in one of the school's athletic programs. (There may/may not be transferring grades to establish eligibility)	1.) The EL Committee should meet and make recommendations for participation in the athletic program. 2.) This EL Committee recommendation should be submitted to the State Athletic Association for consideration

Grading Policy & Procedures for English Language Learners

*The following pertains to all official progress reports and report cards.

Traditional procedures for assigning grades to students may not be appropriate for English Language Learners. The same methods and criteria applied to their English-speaking age and/or grade peers cannot always be used to assess students who lack English language proficiency. Teachers should be encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that ELLs can progress.

Procedure for K-12 EL receiving minor accommodations as indicated in I-ELP:
(generally for students at proficiency levels 3.8-4.7)
Any student in the ESL program who maintains a passing average (A,B,C,D) by participating in standard grade level classroom assessments should receive those grades on their report card. This student would be in a pull out support program and could be receiving few or multiple accommodations on assignments. (*This student should not receive F's without proper documentation. See section "Policy for failing subjects and retention of ELLs)
The I-ELP for this student will state the following: Grading: Standard

Procedure for Grades 1-12 EL receiving major accommodations as indicated in I-ELP:
*(**generally** for students at proficiency levels 3.0-3.7)*
Any student in the EL program whose grade averages are the result of major accommodations made by the classroom teacher and /or the ELL teacher must have this reflected on the report card for each subject that has been highly accommodated. The comment "Working with ESL Supports" **must** be entered in a manner that shows this comment on all printed Progress Reports and Report Cards. Do not use this code if grades were not highly accommodated. This student should not have below a 70/C for any class unless proper documentation is provided.
 The I-ELP for this student will state the following: Grading: Accommodated Grading

Procedure for 1-8 EL at Beginning or Emerging proficiency levels:
*(**generally** for students at proficiency levels 1.0-2.6. The EL Staff in collaboration with the EL Committee will consider and determine whether an alternate grading plan is appropriate for an EL. This decision will be based upon a variety of criteria: the student's English Language Proficiency Level, teacher observation, and other academic data. Students should ideally not need to be in this alternate grading category longer than 1 academic year)*
Students at proficiency levels 1 or 2 (W-APT or ACCESS scores) are extremely limited in English proficiency and will struggle significantly to participate successfully in general education classroom activities and assessments. Teachers of Level 1 or 2 students should implement alternative grading and utilize the following grading system:
> S for Satisfactory: Grade ranging from 81-100%
> P for Progressing: Grade ranging from 65-80%
> N for Needs Improvement: Grade ranging from 0-64%

Grades can be entered as normal in iNow (recalling that often accommodated assignments are most appropriate); additionally, the comment "Working with ESL Supports" should be entered for each class. No iNow generated Progress Report or Report Card should be distributed to this

student or this student's family. An Alternative Academic Progress Report will be provided by the EL teacher and manually filled out by the general education teachers.

The I-ELP for this student will state the following: **Grading: Alternative Grading**

Policy for failing subjects and retention for all ELs:
ELLs may not fail a course or grade or be retained if lack of English language proficiency is the primary issue. (ELs include any student in the EL program, identified as LEP1 or LEP2 in iNow.) Failing grades on progress reports or report cards should not be issued without significant documentation* by the classroom teacher and EL Committee. *(see below)*

Retention of ELs can not be based solely upon level of English language proficiency (*Lau v. Nichols)*. Prior to considering retention of an EL, the following points should be addressed by the EL committee:

- What is the student's level of English language proficiency?
- Has an I-ELP been implemented to document classroom modifications and student progress?
- Has the I-ELP been revised throughout the school year as needed?
- To ensure meaningful participation, are classroom accommodations being made in areas of:
  - Teacher lesson delivery
  - Activities and assignments
  - Homework
  - Formal and informal assessments (quizzes and test)
- How much individual English language development instruction is the student receiving during the school week/day?
- Has an alternate grading strategy been implemented (e.g. a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
- Has the student's classroom teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?
- Do the report cards indicate that students were graded according to their I-ELPs?

Documentation for Grades
The academic progress for all students in the EL program will be discussed in the quarterly EL Committee meetings. The EL Committee will gather Progress Reports, Report Cards, and a Classroom Monitoring Form completed by teachers. These documents, along with teacher input, will provide partial evidence of a student's progress or lack thereof.

Sufficient evidence must be collected by the teachers and the EL Committee in order to justify low or failing grades or retention. Such evidence must show that:

- All accommodations listed in the student's I-ELP have been consistently given
- The teacher has made an effort to teach and assess at the student's proficiency level
- Concerns were expressed and documented in the quarterly EL Committee Meetings.

Evidence may include:

- work samples (which include evidence of accommodations provided)
- notes referencing discussions with parents and/or ESL teachers
- print outs of email communications between the general education teacher and the ESL teacher or between members of the EL committee
- EL Committee Notes

The preceding Grading Policy is largely based upon ACCESS scores. ACCESS composite scores range from 1.0-6.0. WIDA assigns proficiency level descriptions with the ACCESS scores. The following is an explanation of the WIDA Proficiency Levels:

ACCESS Score of 1.0-1.9 Level 1   Beginning
ACCESS Score of 2.0-2.9 Level 2   Emerging
ACCESS Score of 3.0-3.9 Level 3   Developing
ACCESS Score of 4.0-4.9 Level 4   Expanding
ACCESS Score of 5.0-5.9 Level 5   Bridging
ACCESS Score of 6.0   Level 6   Reaching/Attained

It should be noted that the ACCESS test also aligns levels to the following language domains: Listening, Speaking, Reading, Writing, Oral Proficiency, and Comprehension. By consulting an EL's ACCESS score sheet, teachers can gain a better understanding of a student's proficiency levels in the various language domains. A thorough understanding of an EL's proficiency level(s) should help guide a teacher in his/her understanding of the assigned grading category according to the Dothan City Schools EL Grading Policy.

WIDA Performance Definitions and other WIDA resources can be found in the Appendices.

EL Staff

Dothan City will strive to employ educational personnel who have formal training in teaching second language learners to implement the English language instruction educational program (EL program). All teachers and bilingual instructional aides in the English language instruction educational program are fluent in English as verified in the interview process. Certified teachers in the area of ESL should be recruited. Non-ESL certified teachers will be encouraged to work toward the attainment of ESL certification and supported through professional development opportunities.

EL services are provided in seventeen school sites for approximately 130 total students for the system. There is one full-time teacher, two teaching assistants, and 1 part time tutorial assistant.

EL staff is responsible for the English language instruction of ELs. In addition, they provide assessment, tutoring, and monitoring to LEP and FLEP students as needed.

All ELs will receive their primary instruction from certified teachers in the classroom using CCRS State Standards and WIDA ELD Standards.

Professional Development
Professional development opportunities will be provided for all EL personnel through ALSDE EL trainings.

Additional professional development opportunities and training will be provided to address specific areas of need as required. This will be accomplished by providing the opportunity to view relevant videos, attend related workshops, conferences, webinars, podcasts, and/or through contracted consultants.

EL staff meetings will occur monthly to coordinate the implementation of the EL program and to work toward the attainment of the program's goals and objectives.

Regular content area program teachers will receive training opportunities in the instruction of second language learners through workshops, conferences, and/or through contracted consultants. Individual assistance will be provided by the EL Lead Teacher. Efforts will be made to provide professional development that is sustained, ongoing, and specific, rather than one-shot episodic in-service sessions. Professional Development will seek to:

- Improve the instruction and assessment of limited-English proficient students.
- Enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for English language learners.
- Be of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.

EL teachers and instructional paraprofessionals are required to earn a minimum of twenty (20) clock hours of training in EL methodologies over a three-year period. This training can take the form of in-service training, formal college coursework, or a combination of the two.

Mainstreaming in General Education Classes

All ELs should receive classroom instruction by certified teachers in the regular academic program and in the EL program. Classroom teachers will be trained in strategies for accommodating ELs in the regular content classroom. Students who are ELs will receive accommodated content instruction.

The EL and the regular teacher will confer *at least quarterly* concerning the academic status of the students and regarding instruction and materials.

EL Exit Procedures

Students will be exited from the EL program upon demonstrating overall proficiency on the ACCESS for ELLs (Composite score of 4.8 or higher).

When a student exits the EL program, the EL teacher and the EL Committee will monitor the student's progress for a period of two years. The student will not be monitored after the second year unless he/she is referred back to the EL Committee.

There is no time limit for participation in the EL program.

Exited students remain eligible for some EL accommodations. In light of the abundant information on the nature of second language acquisition, it is recognized that academic learning in languages additional to the heritage language is a life-long process. Exited students may at times still need assistance and/or accommodations in order to succeed. Teachers should consult EL staff for assistance and advice should this situation arise.

Criteria for Exiting:
ACCESS for ELLs score indicating overall proficiency (Composite score of 4.8 or higher)

Steps for Exiting

1. The ELL Committee meets and exits a student from the EL program based on the above stated criteria.

2. The I-ELP (*ELL Student Referral and Placement Form)* marked for exit will be completed and filed in the blue EL file in the cum and in the EL Committee Student Profile.

3. Written notice shall be provided to the parents within thirty school days by the EL Committee that their child is exiting from the EL Program.

4. If the student is not academically successful, or does not pass course work without accommodations after exiting from the EL program, the student can be recommended for reclassification, reassessed using the MODEL, and reenrolled in the EL program and/or other appropriate programs which meet the need for English language instruction upon recommendation by the EL committee.

Classification of Students
Limited English Proficient students will be included in the LEP subgroup for the purpose of accountability until he/she has scored at the "proficient level" (composite score of 4.8 or higher) on the ACCESS for ELLs, English language proficiency assessment and has exited from EL services.

Upon exiting the EL program the student will no longer be classified as LEP. The EL instructor and the EL Committee will monitor the progress of the student for two (2) years. During the first

year the student will be monitored at the conclusion of each grading period and will be classified as **Former LEP (Monitor Year 1)**. The student will be monitored at the conclusion of each semester during the second year and will be classified as **Former LEP (Monitor Year 2)**. After successfully completing the **two (2) years** of monitoring, the student will be classified as **FLEP**. The EL teachers will complete the appropriate documentation to change the student's status during this monitoring period.

If the student is not academically successful or does not pass coursework without accommodations while being monitored, the EL committee will reconvene to determine whether the student should be reassessed using the MODEL, reclassified as LEP, and/or reenrolled in the EL program or other appropriate programs which meet the needs for English language instruction. The committee will base their decision on the following criteria:

1. If the student scores below a 4.0 on the MODEL he/she **must** be reclassified as EL/LEP.

2. If the student scores between 4.0 and 4.8 on the MODEL the committee will use this score and other educational data pieces to make the determination for reclassification.

3. If the student scores above a 4.8 on the MODEL, he/she should remain exited and the committee will recommend other means of intervention.

Students who re-enter the program based on poor academic performance and the EL committee decision will not be classified as "Former LEP" until he/she has again scored proficient on the state English language proficiency test.

EL Monitoring Procedures

- In order to appropriately monitor the progress of students, the EL Committee should meet quarterly for a total of four (4) times a year.

- The EL Committee's Agenda will include all LEP students. In addition, since students are required to be monitored for two years after exiting the EL Program, the EL Committee's quarterly Agenda should also include all monitored (FLEP1/2) students.

- The EL Committee will ensure that the classroom teachers complete the Classroom Monitoring Form for EL Students at each Progress Report grading period. The Classroom Monitoring Form should be used to **document**/verify that the appropriate designated accommodations have been implemented (for LEP students) and to provide important information about the student's progress.

- The EL Committee should consider each student's progress each grading period by reviewing the Progress Report/Report Card to determine if changes need to be made to the I-ELP. In addition, meetings are called as needed throughout the year.

- EL Students should not fail or be retained solely on the basis of limited English proficiency.

- Written documentation justifying failing grades at each grading period, including student work samples with proof of accommodations being made, must be presented to the EL committee for review and maintained in the student's EL portfolio. Verbal discussion with parents in a conference or by phone and appropriate documentation must be on file.

- **Documentation of student monitoring should be maintained in the yellow Student Profile folders kept by the EL Committee.**

- Documentation of monitoring shall be maintained by local school personnel as designated by the EL Committee and presented as requested by LEA or state officials. **An Agenda, Sign-In Sheet, and Minutes from all EL Committee meetings should be maintained.**

- Classroom Monitoring Forms can be found in the Appendix and electronically on the EL portion of the DCS website.

Monitoring of Exited Students

When reviewing the Classroom Monitoring Forms for exited ELs (FLEP1/2), the committee should consider the following criteria to help them decide if the exited student is currently successful:

1. Subject area grades (stable at *C* or better or improving)

2. Review of formal and informal student assessment results (stable or improving)

3. Review of student work samples

4. Attendance

5. Teacher comments

6. Parent comments

7. Student comments

If the student is not academically successful or does not pass coursework without accommodations while being monitored, the EL committee will reconvene to determine whether the student should be reassessed using the MODEL, reclassified as LEP, and/or reenrolled in the EL program or other appropriate programs which meet the needs for English language instruction. The committee will base their decision on the following criteria:

1. If the student scores below a 4.0 on the MODEL he/she **must** be reclassified as EL/LEP.

2. If the student scores between 4.0 and 4.8 on the MODEL the committee will use this score and other educational data pieces to make the determination for reclassification.

3. If the student scores above a 4.8 on the MODEL, he/she should remain exited and the committee will recommend other means of intervention.

If the lack of progress is not due to English proficiency, the Committee will make recommendations to meet the needs of the student. These recommendations may include tutoring, counseling, and/or a referral to the school's Problem Solving Team for behavioral or academic intervention.

Special Education Services and Gifted Program

EL students can be referred for and placed into Special Education and Gifted Education programs by following the same procedures used for all students (Section 3116; Section 3213(2)(2)(G)); OCR Memorandum, September 1991, *Lau v. Nichols.* [See Section 1 pages 4 & 5 of this Manual of Procedures]

Special Education Services
Students who are experiencing academic and behavioral difficulties, not related to their LEP status, are initially referred to the *Problem Solving Team (PST)* at their school. The EL Committee reviews student's progress and performance on a regular basis. In the event that concerns beyond language acquisition arise, the EL Committee can take the role of the PST for the EL or can refer the student to the PST. If the strategies and interventions set forth by the PST are not successful, the student may be referred for special education services.

As a general rule, ELs who are following normal developmental patterns for learning a new language **SHOULD NOT BE REFERRED**. ELs, because of their cultural and linguistic backgrounds, have special instructional needs. These needs should not be confused with disabilities nor should they serve as a basis for referral for a special education evaluation.

Prior to a referral to PST or for a special education evaluation, efforts must be made to meet the student's needs within the context of the regular education program including English as a Second Language classes and documentation of assessments, accommodations, and interventions. Specific indicators, which validate the need for special education evaluation are:
- Poor communicative proficiency in the home as compared to siblings and age peers in bilingual environments, especially when this deficiency is noted by parents.
- English language development that appears to be significantly different than that of peers who are also learning English as a Second Language.
- Noted developmental delays or other at-risk conditions.

Based on the review of the submitted documentation, the Problem Solving Team (PST) and the EL teacher/specialist will recommend the referral of a student to special education for evaluation after all other avenues have been explored, and after a conclusion has been reached that the student's needs cannot be met by the regular education program.

Should an EL student qualify for special education services, an EL staff member should participate in the initial development of the IEP and in subsequent IEPs until the student is exited from the EL program. An EL staff member should be included as part of the student's IEP team and should be present at IEP meetings.

Parent participation is a required part of the special education process and to ensure active participation, consideration must be given at all meetings and in all written communications for the non-English speaking parent. These considerations must include the availability of a translator for oral communication, and written communication must be in the parent's native language, when appropriate and possible.

Gifted & Magnet Programs

English Language Learners are eligible to be considered for participation in the Gifted (LINC) program and the Magnet Program.

Before any screening test is administered for these programs, the following steps must be taken:

1. The LINC teacher/Magnet Committee needs to confer with the classroom teacher and check the student's cumulative file to determine the degree of English proficiency (consulting W-APT, MODEL, or ACCESS scores)
2. The LINC teacher/Magnet Committee should consult the student's EL teacher for feedback and input. This includes having EL teachers submit an additional version of any recommendation paperwork.
3. The LINC teacher/Magnet Committee needs to make arrangements for the student's EL Committee to meet to discuss:
   - Student's need for alternative assessments
   - A plan to provide parents with interpretation of all forms needed in the referral/eligibility/placement process
4. The LINC teacher/Magnet Committee will:
   - Review the information gathered
   - Proceed with the screening/referral/eligibility in compliance with the guidelines listed in the Alabama Administrative Code 290-8-9-.12 Gifted.

Participation in Other Programs

Regulatory requirements from Title VI of the *Civil Rights Act of 1964* have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English.

ELs have equal access to the full range of district programs and services, including special education, gifted and talented programs, career-technical education, Title I, homeless, and non-academic and extracurricular activities. Every effort is made to notify students and parents of available programs and activities through newsletters, phone calls, and informational meetings for parents (with translations and interpreters available when possible). EL and mainstream teachers encourage ELs to participate in extracurricular and non-academic activities.

Title I, Part A, Basic Programs

Dothan City Schools are required by federal law to provide appropriate language acquisition services for students who are limited-English proficient. The language acquisition services are considered an integral part of a free and appropriate public education for all students. Title I, Part A, funds are used to pay part of the salaries of instructional staff to work with students who

are limited-English proficient students. Presently 2 EL Resource Teachers, 3.5 EL Instructional Aides, and 1 Interpreter/Parent Liaison are employed for the EL program.

LEP students (or English Language Learners) are eligible for programs and services provided by Title I, Part A, on the same basis that non-LEP students are eligible. In schools operating Title I school wide programs, all children, including ELs, are intended to benefit from the program, and the needs of all students are to be taken into account in the program design. In Title I targeted assistance schools, LEP students are eligible and may be selected for services on the same basis as other children.

Title I, Part C, Migrant Education Program
A student may be eligible for services under Title I, Part C, the Migrant Education Program (MEP), if he/she has traveled with a parent or guardian across school system boundaries to obtain temporary or seasonal work in agriculture, fishing, or chicken processing. Migrant education services do not replace the need or requirement for an English language instruction educational program. At present, there are no migrant education qualified students attending Dothan City Schools.

Dothan City Schools Migrant Education Program is supplemental to the basic, regular education program and addresses needs that may be attributed to the migratory status of the student's family. All migrant students are not language-minority, nor are all language-minority students migrant.

Education of Homeless Children and Youth
Title X, the Program for the Education of Homeless Children and Youth, promotes access to public schools for homeless children and youth. Dothan City Schools ensures that barriers to enrollment and in-school success for homeless students are eliminated.

A student who is limited-English proficient and also meets the federal definition of "homeless" is eligible in Dothan City Schools to receive services provided through the Homeless Education Program, Stewart B. McKinney Act as are other children who meet that definition.

Communication with Parents

Parents who speak a language other than English are invited and encouraged to participate in all programs and activities These include parent-teacher conferences, Parent-Teacher Organization, and a wide range of other special activities.

Parents are encouraged to offer their input to the local school and to the EL Program Supervisor for suggestions to improve the overall EL program that will generate success for their children in school.

Dothan City School System will comply with Alabama Department of Education requirements to:
- Evaluate annually its educational programs to identify and eliminate barriers that may exist in preventing parents of limited-English proficient students from participating in school activities.
- Provide an interpreter to assist in the registration of a limited-English or non-English speaking student.
- Provide an interpreter for parent/teacher conferences.
- Ensure, to the extent possible, that information related to school and parent programs, meetings, and other activities is provided in the child's home language.
- Provide meaningful opportunities for the participation of parents with limited-English proficiency in the education of their children, including providing information and school profiles in a language and form parents can understand.
- Include parents of ELs to the extent practicable and possible, in the development of system wide or individual school Parent Involvement Plans and Title I School Wide Plans, if possible.

Following is a list of factors that may impact the degree and extent of parent involvement for ELs:
- Length of residence in the United States
- English language proficiency
- Availability of support groups and bilingual staff
- Prior experiences of parents
- Economic need of parents

Whenever possible, the school must provide written communication that the parents can understand and/or provide a person who can speak the parent's native language to facilitate understanding. This provision greatly improves the quality and outcomes of the school-home working relationship.

The Alabama State Department of Education provides a free subscription to TransAct. TransACT® provides more than 200 legally-reviewed parent notices, letters and documents that fully support the federal communication mandates of Title I, III, IX, X, FERPA, PPRA and OCR. TransACT offers a collection of notices meeting school district needs in more than 21 languages. TransACT offers forms related to No Child Left Behind (NCLB) notices, Health/Medical, School/Office/Class, Free/Reduced Meals, and ESL.

Parental Notification

The LEA must ensure that appropriate notification is made to parents prior to placing a student in an English language educational program. According to Title III, Part C, Section 3302(a), each LEA shall, "not later than **thirty (30) days** after the beginning of the school year, inform a parent or the parents of a limited-English proficient child identified for participation in, or participating in" an English language instruction program, about the following:

- The reasons for the identification of the student as limited-English proficient and in need of placement in an English language instruction educational program.
- The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement, to the extent known.
- The method of instruction to be used in the English language instruction educational program and how the program differs in content, instructional goals, and use of English from "regular" programs in the school.
- How the program will meet the educational strengths and needs of the student.
- How the program will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
- Specific exit requirements for the program, the expected rate of transition from the program into regular classrooms, and the expected rate of graduation from high school, if appropriate.
- If applicable, how the program meets objectives of the student's individualized education plan (IEP).

Specifically, the following information pertaining to parental rights must be provided in writing:

- The right of parents to have their child immediately removed, upon their request, from the English language instruction educational program.
- The options that parents have to decline to enroll their child in an English language educational program or to choose another program or method of instruction if another program or method is available.
- The assistance that will be provided for parents in selecting from among various programs and methods of instruction if more than one program or method is offered by the LEA.

Each local school must implement "an effective means of outreach" so that parents of limited English proficient students can:
- Be involved in the education of their children.
- Be active participants in assisting their children to learn English, to achieve at high levels in core academic subjects, and to meet the same challenging state content and student achievement standards as all children are expected to meet.

If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the EL Committee must carry out the parent notification requirements within ten school days of a student being placed in such a program.

In addition to the information required above, the LEA shall separately inform the parents of LEP students of the LEA's or local school's failure to meet the Annual Measurable Achievement Objectives (AMAOs) within 30 days of receiving the final AMAO reports from the State Department of Education.

EL Program Evaluation

The instructional goals of the Dothan City Schools EL Program as stated at the beginning of this document are as follows:

- To increase the English language proficiency to the degree necessary to allow successful independent functioning in the regular school program.
- To provide the EL the opportunity to reach his/her full potential.

The system will utilize both formal and informal evaluations of the program in order to determine progress in meeting these goals. The evaluation will be an ongoing process. A formal evaluation of the EL program will be conducted at the end of each school year using ACCESS and State Assessment results. ACCESS results include the stated AMAO goals for the academic year.

AMAOs (Annual Measurable Achievement Objectives) have three parts:
- AMAO-A Making annual increases in the percent of children making progress (identified as a .5 gain in the composite score) in learning English
- AMAO-B Making annual increases in the percent of children attaining English Proficiency each school year
- AMAO-C Making Adequate Measurable Objectives for the LEP subgroup in the areas of Reading and Math (on the Grade 3-8 ACT Aspire, Grade 8 ACT Explore, Grade 10 ACT Plan, Grade 11 ACT Plus Writing, and Grade 12 ACT WorkKeys.)

(*See ALSDE EL Policy & Procedure Manual (pp. 35-38) for a detailed explanation of AMAOs)

All of the information will be compiled into a system report, which will be completed by the EL Lead Teacher with input from the system-wide EL Advisory Council. Areas of deficiencies will be identified. The EL staff team, in collaboration with the EL Advisory Council, will then develop strategies to correct these deficiencies for the upcoming school year. Strategies used may include but are not limited to workshops, professional development activities for EL staff or regular staff, purchasing updated and/or new materials and teaching supplies, employing additional staff, and research on specific areas that need to be addressed.

This evaluation will consist of data collected from the individual schools concerning the following:

General Information
- Number of limited-English proficient students at each school.
- EL student enrollment by language and grade level.

Identification and Assessment
- The number of students identified as having a primary or home language other than English who are not receiving services (NOM PHLOTE).
- The number of parents/legal guardians who waived English language instruction educational program student services during the year.

- The number of newly identified students assessed for English proficiency during the year.
- The number of new students enrolled in the LEA's English language instruction educational program during the year.

Types of Language Instruction Education Programs Utilized by the LEA
- List of programs used may include Sheltered English Instruction, Structured English Immersion, Scientifically Designed Academic Instruction in English (SDAIE), Content-Based ESL, and Pull-Out ESL.

Program Exit Information
- The number of students who exited the program.
- The number of students who returned to the English language instruction educational program, by school and for the LEA.
- Number of ELs who are in their first year of school in the United States.
- Number of ELs who in their second or higher year of school in the United States.
- Number of students who are the first year of monitoring as a Former Limited English Proficient student.
- Number of students who are in the second year of monitoring as a Former Limited English Proficient student.
- Number of students who are considered Former Limited English Proficient.

Participation in Other Programs
- The number of EL and general education students referred for special education evaluation by school and for the LEA.
- The number of EL and general education students who qualified for placement in special education programs and/or services by school and for the LEA.
- The total number of EL and general education students currently enrolled in the LEA's special education program.
- The total number of EL and general education students currently enrolled in the LEA's gifted and talented program.
- The number of EL and general education students admitted into the LEA's Magnet program.
- The total number of EL and general education students currently enrolled in the LEA's career-technical education program.
- The number of EL and general education students participating in extracurricular activities, e.g., intramural sports, clubs.
- The number of ELL and general education students who received an honor or award during the school year.
- The number of ELL and general education students being served by Title I.

State Assessment Reporting
- The percentage of Title III Served LEP students scoring proficient or above on the mathematics portion of the annual, state assessment.
- The percentage of Title III Served LEP students scoring proficient or above on the reading/language arts portion of the annual, state assessment.

- The percentage of Title III Served Former LEP (Monitor Year 1) and Former LEP (Monitor Year 2) students scoring proficient or above on the mathematics portion of the annual, state assessment.
- The percentage of Title III Served Former LEP (Monitor Year 1) and Former LEP (Monitor Year 2) students scoring proficient or above on the reading/language arts portion of the annual, state assessment.

Number of Immigrant Children and Youth
- A student qualifies as an immigrant, by federal definition, if he/she is between the ages of 3-21, not born in any State, and has not attended one or more schools in any one or more States for more than 3 full academic years.

Number of LEP students in their first academic year in the United States with limited or no formal schooling

English Language Proficiency
- The number of ELs making progress in learning English according to the ACCESS for ELs scores.
- The number of ELs attaining English proficiency by the end of the school year.
- The number of students exiting the EL program.

Staffing
- The number of ESL certified teachers in the school and LEA.
- The number of certified teachers teaching ESL (certified in a field other than ESL).
- The number of paraprofessionals working in the ESL program.

Training
- A list and brief description of English language instruction educational program training provided for all personnel at each school and in the LEA; including the date, the intended audience and the number of participants.

Communication
- The number and name of the different languages for which the LEA has written school-related documents.
- A list of interpreters who are readily available to assist in parent/guardian communications.
- A description of community activities conducted and resources in the community that are available to provide services.
- A description of efforts and activities to involve parents/guardians in the educational process.

General Comparison Information
- The LEA's number of EL and General Education dropouts.
- The total number of truancy petitions for EL and general education students the LEA has issued during the school year.
- The number of EL and general education seniors that graduated.

- The number of ELs and general education students who participated in state assessment program.
- The number of EL and general education students prohibited or excluded from extracurricular activities based on grades.
- The number of high school ELs using elective credit for ESL services.
- The number of EL and general education students enrolled by grade level.
- The number of EL and general education students retained by grade level.

Meeting Annual Measurable Achievement Objectives (AMAOs)
- Percent of ELs making Adequate Progress in Language Acquisition
- Percent of ELs attaining English language Proficiency
- Meeting AYP Requirements for the EL Subgroup at the LEA Level

If a school does meet any of the AMAO's, their EL Committee and CIP team (Continuous Improvement Plan) will write goals and identify action steps and strategies necessary to meet the established goal. Furthermore, in the event that AMAOs are not met, schools will send home notices to parents of ELL students describing the accountability measures, the annual goal, and the school performance.

Dothan City Schools
SCHOOL COMPLIANCE CHECKLIST

School _____ **Date** _____

	Yes	No	Initials
1. Identification - Each student has a Home Language Survey completed and on file in the student's cumulative record.	_____	_____	_____
2. Assessment - Each ESL student has been assessed to determine those who need English language instruction.	_____	_____	_____
3. Placement - The school ensures age appropriate grade level placement and prohibits retention or failure based solely on lack of English skills.	_____	_____	_____
The school's regular program teachers modify instruction and testing to accommodate the language ability level of each English Language Learner (ELL).	_____	_____	_____
The campus evaluates each ELL individually to determine the quantity of ESL and academic support necessary for the student to succeed.	_____	_____	_____
4. Services - The school maintains regularly scheduled language instruction for ELLs.	_____	_____	_____
5. Transition – The campus evaluates each former ELL individually to determine if academic support is necessary for the student to succeed in the mainstream classroom.	_____	_____	_____
6. Communication - The school attempts to communicate with parents of ELLs about important school information in a language they can understand.	_____	_____	_____

Checklist Completed By _____

Signature_____ Date _____

APPENDICES

Home Language Survey
Grading Policy
I-ELP Accommodations
EL Committee Documentation
       Sign-in
       Agenda
       Minutes/Notes
       EL Files Documentation Form (Checklist)
       Classroom Monitoring Form
SDAIE Helpsheet
WIDA ELD Standards
WIDA Guiding Principles of Language Development
WIDA Features of Academic Language
WIDA Performance Definitions, 2007 Version
WIDA Performance Definitions, 2012 Version, Listening and Reading
WIDA Performance Definitions, 2012 Version, Speaking and Writing
WIDA Can Do Descriptors for the Levels of ELP, PreK-12
WIDA Can Do Descriptors: Grade Level Cluster 1-2
WIDA Can Do Descriptors: Grade Level Cluster 3-5
WIDA Can Do Descriptors: Grade Level Cluster 6-8
WIDA Can Do Descriptors: Grade Level Cluster 9-12
SIOP Lesson Plan Templates

APPENDICES

DCS Enrollment Form (Spanish)
Home Language Survey
Grading Policy
I-ELP Accommodations, Elementary & Secondary
EL Committee Documentation
       Sign-in
       Agenda
       Minutes/Notes
       EL Files Documentation Form (Checklist)
       Documentation of Accommodations Provided
       Classroom Monitoring Form
SDAIE Helpsheet
WIDA ELD Standards
WIDA Guiding Principles of Language Development
WIDA Features of Academic Language
WIDA Essential Actions
WIDA Performance Definitions, 2007 Version
WIDA Performance Definitions, 2012 Version, Listening and Reading
WIDA Performance Definitions, 2012 Version, Speaking and Writing
WIDA Can Do Descriptors for the Levels of ELP, PreK-12
WIDA Can Do Descriptors: Grade Level Cluster 1-2
WIDA Can Do Descriptors: Grade Level Cluster 3-5
WIDA Can Do Descriptors: Grade Level Cluster 6-8
WIDA Can Do Descriptors: Grade Level Cluster 9-12
SIOP Lesson Plan Templates

Dothan City Schools
SOLICITUD DE INSCRIPCIÓN DEL (DE LA) ALUMNO(A)

LLENAR CON LETRA DE IMPRENTA Debe ser llenada por el padre/madre/tutor legal LLENAR CON LETRA DE IMPRENTA

FECHA: _____ ESCUELA: _____ GRADO:_____

APELLIDO:_____ PRIMER NOMBRE: _____ SEGUNDO NOMBRE: _____

FECHA DE NACIMIENTO: _____ SEXO - marque con un círculo MASCULINO FEMENINO

TELÉFONO DE CASA: _____

DIRECCIÓN FÍSICA: _____ CIUDAD: _____ CÓDIGO POSTAL: _____

DIRECCIÓN POSTAL:_____ CIUDAD: _____ CÓDIGO POSTAL: _____

EL (LA) ALUMNO(A) VIVE CON - marque con un círculo: PADRES   MADRE   PADRE
TUTOR: RELACIÓN/PARENTESCO_____

*NÚMERO DE SEGURO SOCIAL (optativo): _____

PADRE/MADRE/TUTOR: (la verificación debe hacerse de acuerdo con las normas del consejo escolar local)

MADRE/TUTOR: _____	Dirección: _____
Dirección de correo electrónico:_____	Teléfono celular: _____
EMPLEADOR: _____	Teléfono del trabajo:_____

PADRE/TUTOR: _____	Dirección: _____
Dirección de correo electrónico:_____	Teléfono celular: _____
EMPLEADOR: _____	Teléfono del trabajo:_____

INFORMACIÓN ESPECIAL SOBRE LA CUSTODIA:

CONTACTOS EN CASO DE EMERGENCIA: (INDIQUE NÚMEROS DE OTRAS PERSONAS)

CONTACTO DE EMERGENCIA #1_____ CONTACTO DE EMERGENCIA #2_____
Relación: _____ Teléfono: _____ Relación:_____ Teléfono:_____

ESTAS PERSONAS TIENEN PERMISO PARA RECOGER A MI HIJO(A) DE LA ESCUELA **(De acuerdo con los procedimientos de salida del sistema escolar)**
1. _____ Relación: _____ Teléfono:_____
2. _____ Relación: _____ Teléfono:_____
3. _____ Relación: _____ Teléfono:_____

NOMBRE Y DIRECCIÓN DE LA ÚLTIMA ESCUELA A LA QUE ASISTIÓ: _____

_____

FIRMA DEL PADRE/MADRE/TUTOR: _____

*La divulgación del número de seguro social (Social Security Number (SSN)) de su hijo(a) es optativa. Si opta por no indicar un SSN, se otorgará y utilizará un número de identificación temporal. Se pide el SSN de su hijo(a) para utilizarlo junto con la inscripción en la escuela, según se estipula en el Ala. Admin. Code §290-3-1.02(2)(b)(2). Se utilizará como medio de identificación en el sistema estatal de administración de alumnos.

Dothan City Schools
Origen étnico y raza

Nombre del (de la) alumno(a): _____ Grado: _____

Firma del padre/madre/tutor: _____ Fecha: _____

Responda la Pregunta 1 Y la Pregunta 2

Pregunta 1: ¿Este(a) alumno(a) es de origen hispano/latino? ELIJA SOLO UN ORIGEN ÉTNICO:

❑ NO, no es de origen hispano/latino

❑ SÍ, es de origen hispano/latino (una persona de cultura u origen cubano, mexicano, puertorriqueño, sudamericano o centroamericano u otra cultura u origen español, independientemente de la raza).

La pregunta anterior es sobre el origen étnico, no sobre la raza. Sin importar la opción que seleccionó anteriormente, responda la Pregunta 2 marcando una o más casillas para indicar la que usted considera que es la raza del (de la) alumno(a).

Pregunta 2: ¿Cuál es la raza del (de la) alumno(a)? ELIJA UNA O MÁS:

❑ INDIA AMERICANA O NATIVA DE ALASKA. Una persona cuyo origen sea en cualquiera de los pueblos nativos de Norteamérica y Sudamérica (incluida Centroamérica), y que mantiene afiliación con esas tribus o conexión con la comunidad.

❑ ASIÁTICA. Una persona cuyo origen sea en cualquiera de los pueblos nativos del Lejano Oriente, el Sudeste asiático o el subcontinente indio, que incluye, por ejemplo, Camboya, China, India, Japón, Corea, Malasia, Pakistán, Filipinas, Tailandia y Vietnam.

❑ NEGRA O AFROAMERICANA. Una persona cuyo origen sea en cualquiera de los grupos raciales negros de África.

❑ NATIVA DE HAWÁI U OTRA ISLA DEL PACÍFICO. Una persona cuyo origen sea en cualquiera de los pueblos nativos de Hawái, Guam, Samoa u otras islas del Pacífico.

❑ BLANCA. Una persona cuyo origen sea en cualquiera de los pueblos nativos de Europa, Oriente Medio o Norte de África.

Office use only:

Ethnicity - Choose only one:	Race - Choose one or more:
_____NOT Hispanic/Latino	_____American Indian or Alaska Native
_____Hispanic/Latino	_____Asian
	_____Black or African American
	_____Native Hawaiian or Other Pacific Islander
	_____White
Date:	Staff Signature:

9410

Dothan City Schools
Información adicional solicitada

MILITAR

- El (la) alumno(a) está relacionado(a) con una familia en servicio activo de las Fuerzas Armadas
  Marque con un círculo:　　　　　　Sí　　　　No

- El (la) alumno(a) está relacionado(a) con una familia en la guardia o la fuerza militar de reserva.
  Marque con un círculo:　　　　　　Sí　　　　No

PREESCOLAR

• Escuela maternal (Head Start) Marque con un círculo:　　Sí　No	• Preescolar financiado de primera clase Marque con un círculo:　　Sí　No
• Guardería infantil en un centro Marque con un círculo:　　Sí　No	• Cuidado infantil en casa Marque con un círculo:　　Sí　No
• Programa de visitas en casa Marque con un círculo:　　Sí　No	• Otro preescolar Marque con un círculo:　　Sí　No
• Ningún preescolar marque si no asistió a preescolar　❑	• Educación especial financiada Marque con un círculo:　　Sí　No

9410

Home Language Survey

Federal and State regulations require school districts to have procedures in place to identify specific language needs of students and families. This information is essential in order for schools to provide meaningful instruction for all students. If a language other than English is spoken in the home, the district is required to assess the student's proficiency in English. Please help us meet these important requirements by answering the following questions.
* ***Information provided in this document is confidential and only for the local school district's purpose.***

Date _____ School _____ Grade _____ Teacher _____

Student name _____ Gender ☐Male   ☐Female

Parent/Guardian Name _____ Phone number _____

1. Child's date of birth: _____ *(month/day/year)*
   Was your child born in the United States?   ☐Yes   ☐No
   If yes, which state?   _____
   If no, what other country?   _____
   If no, date child entered the United States   _____

2. Has your child attended any school in the United States for any three years during their lifetime?
   ☐ Yes ☐ No
   If yes, please provide school name(s), state, and dates attended:
   Name of School _____ City, State _____ Dates Attended_____
   Name of School _____ City, State _____ Dates Attended_____
   Name of School _____ City, State _____ Dates Attended_____

3. What language is spoken by you and your family most of the time at home? _____

4. Parent Communication:
   If you prefer written communication in a language **other than English**, in what language would you prefer to receive communication? _____

   Will you need an interpreter/translator at Parent-Teacher meetings? ☐Yes   ☐No

5. Please describe the language understood by your child. (Check only one)
   A. ☐ Understands **ONLY** English.
   B. ☐ Understands **only** our home language and **NO** English.
   C. ☐ Understands **mostly** the home language and **some** English.
   D. ☐ Understands our home language and English **equally**.
   E. ☐ Understands **mostly** English and **some** of our home language.

6. Is your child's first-learned or home language anything **other than English**? ☐ Yes ☐ No

***Only** if you responded "Yes" to question number 6 above, please answer questions 7-10:*

7. Which language did your child learn when he/she first began to talk? _____
8. What language does your child most frequently speak at home? _____
9. What other languages does your child speak? *(list all, including dialects)* _____
10. What language do you most frequently speak to your child?
    (Father) _____.
    (Mother) _____.
    (Other Guardian/Caregiver) _____

Parent Signature _____   ## Date _____

EL Office: ☐ Form Reviewed _____ _____   Notes:
                      (initials)   *(date)*

Encuesta de Idioma Domestico

Los reglamentos del gobierno federal y del estado exigen que todas las escuelas determinen los idiomas que se hablan en los hogares de los estudiantes para así identificar sus necesidades específicas relacionadas con el idioma. Esta información es esencial para que las escuelas puedan proveer instrucción que todos los estudiantes puedan aprovechar. Si en su hogar se habla otro idioma que no sea inglés, se requiere que el Distrito evalúe a su hijo más a fondo. Ayúdenos a cumplir con este importante requisito respondiendo a las siguientes preguntas. Gracias por su ayuda.   * Todo de la Información en este documento será privada y confidencial.

Fecha _____ Escuela _____ Grado _____ Maestra(o) _____

Nombre del alumno: _____ Sexo: ❑Masculino ❑Femenino

Nombre de los padres/apoderado: _____ Teléfono _____

1. Fecha de nacimiento del menor: _____*(Mes/Día/Año)*
   ¿Nació su hijo/a en Estados Unidos? ❑Sí ❑No
   De ser así, ¿en qué estado? _____
   De no ser así, ¿en qué país? _____
   Si no, fecha en que el menor ingresó a Estados Unidos: _____ *(Mes/Día/Año)*

2. ¿Ha asistido su hijo/a a alguna escuela de Estados Unidos durante tres años cualesquiera de su vida? ❑Sí ❑No
   Si la respuesta es afirmativa, indique el nombre de la escuela (o escuelas), estado, y fechas de asistencia:
   Nombre de la escuela _____ Ciudad, Estado _____ Fechas de asistencia _____
   Nombre de la escuela _____ Ciudad, Estado _____ Fechas de asistencia _____
   Nombre de la escuela _____ Ciudad, Estado _____ Fechas de asistencia _____

3. ¿Qué idioma habla usted y su familia con más frecuencia en el hogar? _____

4. Si hay a disposición, ¿en qué idioma le gustaría recibir la comunicación de la escuela? _____
   ¿Va a necesitar un intérprete en las reuniones de la escuela? ❑ Sí ❑ No

5. Describa el idioma que su hijo(a) entiende. (*Marque sólo uno*)
   A. ❑Entiende inglés **solamente.**
   B. ❑Entiende **solamente** el idioma del hogar y **no** inglés.
   C. ❑ Entiende **mayormente** el idioma del hogar y **algo de** inglés.
   D. ❑ Entiende el idioma del hogar y el inglés **por igual.**
   E. ❑ Entiende inglés **mayormente** y **algo** del idioma del hogar.

6. ¿Es el idioma primario de su hijo(a) o el que se habla en el hogar distinto al inglés? ❑Sí ❑No

*Si su respuesta a la pregunta 6 es "Sí", responda las siguientes preguntas 7-10:

7. ¿Qué idioma aprendió su hijo cuando recién comenzó a hablar? _____

8. ¿Qué idioma habla en casa su hijo(a) con más frecuencia? _____

9. Lista de otras lenguas que su hijo(a) habla , incluyendo dialectos _____

10. ¿En qué idioma le habla con más frecuencia a su hijo(a)?
    (Padre) _____
    (Madre) _____

_____   _____

Firma del padre o tutor   **Fecha**

EL Office:	❑ Form Reviewed _____ _____	Notes:
	(initials) *(date)*	

ENGLISH LANGUAGE PROGRAM
GRADING POLICIES & PROCEDURES FOR ENGLISH LANGUAGE LEARNERS

The following pertains to all official progress reports and report cards.

Traditional procedures for assigning grades to students may not be appropriate for English Language Learners. The same methods and criteria applied to their English-speaking age and/or grade peers cannot always be used to assess students who lack English language proficiency. Teachers should be encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that ELLs can progress.

Procedure for K-12 ELLs receiving accommodations as indicated in I-ELP:
(generally for students at proficiency levels 3.6-4.7)
Any student in the ESL program who maintains a passing average (A,B,C,D) by participating in standard grade level classroom assessments should receive those grades on their report card. This student would be in a pull out support program and could be receiving few or multiple accommodations on assignments. (*This student should not receive F's without proper documentation. See section "Policy for failing subjects and retention of ELLs)
The I-ELP for this student will state the following: **Grading: Standard**

Procedure for K-12 ELL receiving major accommodations as indicated in I-ELP:
(generally for students at proficiency levels 3.0-3.5)
Any student in the EL program whose grade averages are the result of major accommodations made by the classroom teacher and /or the ELL teacher must have this reflected on the report card for each subject that has been highly accommodated. The comment "Working with ESL Supports" **must** be entered in a manner that shows this comment on all printed Progress Reports and Report Cards. Do not use this code if grades were not highly accommodated. This student should not have below a 70/C for any class unless proper documentation is provided.
 The I-ELP for this student will state the following: **Grading: Accommodated Grading**

Procedure for K-8 ELL at Beginning or Emerging proficiency levels:
(generally for students at proficiency levels 1.0-2.9)
Students at proficiency levels 1 or 2 (W-APT or ACCESS scores) are extremely limited in English proficiency and will struggle significantly to participate successfully in general education classroom activities and assessments. Teachers of Level 1 or 2 students should implement alternative grading and utilize the following grading system:
>   S for Satisfactory: Grade ranging from 81-100%
>   P for Progressing: Grade ranging from 65-80%
>   N for Needs Improvement: Grade ranging from 0-64%

Grades can be entered as normal in iNow (recalling that often accommodated assignments are most appropriate); additionally, the comment "Working with ESL Supports" should be entered for each class. No iNow generated Progress Report or Report Card should be distributed to this student or this student's family. An Alternative Academic Progress Report will be provided by the ESL teacher and manually filled out by the general education teachers.
The I-ELP for this student will state the following: **Grading: Alternative Grading**

Policy for failing subjects and retention for all ELLs:

ELLs may not fail a course or grade or be retained if lack of English language proficiency is the primary issue. (ELLs include any student in the ESL program, identified as LEP1 or LEP2 in iNow.) Failing grades on progress reports or report cards should not be issued without significant documentation* by the classroom teacher and EL Committee. *(see below)*

Retention of ELLs can not be based solely upon level of English language proficiency (*Lau v. Nichols*). Prior to considering retention of an ELL , the following points should be addressed by the EL committee:

- What is the student's level of English language proficiency?
- Has an I-ELP been implemented to document classroom modifications and student progress?
- Has the I-ELP been revised throughout the school year as needed?
- To ensure meaningful participation, are classroom accommodations being made in areas of:
  - -Teacher lesson delivery
  - -Activities and assignments
  - -Homework
  - -Formal and informal assessments (quizzes and test)
- How much individual English language development instruction is the student receiving during the school week/day?
- Has an alternate grading strategy been implemented (e.g. a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
- Has the student's classroom teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?
- Do the report cards indicate that students were graded according to their I-ELPs?

Documentation for Grades

The academic progress for all students in the ESL program will be discussed in the quarterly EL Committee meetings. The EL Committee will gather Progress Reports, Report Cards, and a Documentation Checklist completed by teachers. These documents, along with teacher input, will provide partial evidence of a student's progress or lack thereof.

Sufficient evidence must be collected by the teachers and the EL Committee in order to justify low or failing grades or retention. Such evidence must show that:

- All accommodations listed in the student's I-ELP have been consistently given
- The teacher has made an effort to teach and assess at the student's proficiency level
- Concerns were expressed and documented in the quarterly EL Committee Meetings.

Evidence may include:

- work samples (which include evidence of accommodations provided)
- notes referencing discussions with parents and/or ESL teachers
- print outs of email communications between the general education teacher and the ESL teacher or between members of the EL committee
- EL Committee Notes

Dothan City Schools
I-ELP
Classroom Accommodations for ELLs

Student: _____ Grade : _____ Year: _____

ACCESS Composite: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Instruction

- ☐ 1. Simplify language used in instruction (speak at slower rate, avoid idioms & expressions, simplify academic language).
- ☐ 2. Provide frequent checks for comprehension (ask student if they understand, individually ask student to repeat what you said).
- ☐ 3. Provide additional instruction, including re-teaching lessons, rephrasing, and reviewing.
- ☐ 4. Reduce teacher talk & text by increasing use of manipulatives, graphic organizers, and visual aids.
- ☐ 5. Allow for peer tutoring/teaching. Encourage peer work and provide English conversation partners. Allow for alternate seating for proximity to peer helper or teacher as necessary.
- ☐ 6. Utilize resources in the student's first language.
- ☐ 7. Provide notes, outlines, photocopies of textbook, photocopies of lesson plans, or highlighted texts/materials.

Assignments

- ☐ 1. Extend time for assignment completion as necessary.
- ☐ 2. Shorten assignments, including in-class work AND homework assignments. _____
- ☐ 3. Give alternative homework or class work assignments suitable to the student's proficiency level.
- ☐ 4. Allow students to respond in words, lists, orally, or in any simplified language format.
- ☐ 5. Utilize alternate reading assignments/materials at the student's reading level.
- ☐ 6. Utilize resources in the student's first language.
- ☐ 7. In place of a written activity, substitute a hands-on activity, a reduced-text project, or use of a different media.
- ☐ 8. Writing Assignments: Review writing components, allow writing supports (dictionaries, bilingual dictionaries, electronic translator, computer spell-check), give specific teacher feedback, and/or give opportunities to re-write.
- ☐ 9. Design bonus work or projects for student that require reduced sentence or paragraph composition.

Assessment

- ☐ 1. Utilize simplified test formats, such as providing word banks, highlighting key words, shortening matching sections, and limiting or eliminating use of short answer/essay questions.
- ☐ 2. Provide an opportunity for the student to take the test individually or in a small group.
- ☐ 3. Read test directions (all sections) aloud.
- ☐ 4. Allow for the test to be read aloud.
- ☐ 5. Allow for re-testing or additional attempts on missed items.
- ☐ 6. Use informal observations of performance, classroom participation, and overall improvement as a percentage of the overall evaluation (can be individual grade or additional points added to assessment).
- ☐ 7. Incorporate group work into the assessment process.
- ☐ 8. Allow for extended time to complete the assessment.
- ☐ 9. Allow oral test responses.
- ☐ 10. Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling.
- ☐ 11. Allow editing and revision before grading.
- ☐ 12. Reduce answer choices on multiple choice assessments.
- ☐ 13. Shorten length/ number of items.
- ☐ 14. Have a native first language speaking peer/ translator translate test instructions and/or items.
- ☐ 15. Allow use of AR book during AR tests and/or allow first language speaking peer/ translator to translate test items.
- ☐ 16. Allow use of bilingual dictionary or electronic translator (must be one-to-one translation only- no definitions).
- ☐ 17. Take State-mandated standardized tests in small group Setting.

Additional Accommodations

- ☐ 1. Pull-out intervention with ESL teacher for language-related assistance _____ weekly.
- ☐ 2. Monitor academic performance through quarterly ESL progress reports.
- ☐ 3. Grading: _____
  _____
  _____
- ☐ 4. Other: _____
  _____
  _____
- ☐ 5. Other: _____
  _____

EL Committee Documentation of Accommodations Revision:

- ☐ Accommodations revised on: _____
  *See attached accommodation page for revisions

- ☐ Accommodations revised on: _____
  *See attached accommodation page for revisions

- ☐ Accommodations revised on: _____
  *See attached accommodation page for revisions

Comments:_____

_____

Student:_____   Grade :_____   Year:_____

ACCESS Composite:_____ Listening:_____ Speaking:_____ Reading:_____ Writing:_____

Instruction:

- ☐ 1. Simplify language used in instruction (speak at slower rate, avoid idioms & expressions, and simplify academic language).
- ☐ 2. Provide additional instruction, including re-teaching lessons, rephrasing, and reviewing.
- ☐ 3. Allow for peer tutoring/teaching. Encourage peer work and provide English conversation partners. Allow for alternate seating for proximity to peer- helper or teacher as necessary.
- ☐ 4. Use graphic organizers, visual aids, and/or manipulatives during class lessons.
- ☐ 5. Provide outlines of class lessons, notes, photocopies of textbook, highlighted texts, copies of lesson plan/teacher notes.
- ☐ 6. Use simplified texts to provide content area instruction.
- ☐ 7. Utilize resources in the student's first language.
- ☐ 8. Encourage students to underline key words or important facts.
- ☐ 9. Permit the use of pictures, translation devices, or bilingual dictionaries.

Assignments:

- ☐ 10. Shorten assignments & homework_____
- ☐ 11. Substitute a hand-on activity or simplified projects in place of a written activity/assignment .
- ☐ 12. Substitute an alternative reading assignment more appropriate in length and reading level. Where possible, use material specifically designed for LEP (Limited English Proficiency) students.
- ☐ 13. Give alternative homework or class work assignments suitable for the student's linguistic ability for activities and assignments

Assessments:

- ☐ 14. Give extended time to complete assignments & assessments.
- ☐ 15. Give alternate assessments OR utilize simplified test formats, such as providing word banks, highlighting key words, shortening matching sections, and limiting or eliminating use of short answer/essay questions.
- ☐ 16. Provide an opportunity for the student to take the test individually or in a small group.
- ☐ 17. Read test directions (all sections) aloud (in English and/or have peers provide oral native language translation).
- ☐ 18. Allow for the test to be read aloud (in English and/or have peers provide oral native language translation).
- ☐ 19. Reduce number of test items and/or reduce answer choices.
- ☐ 20. Allow for re-testing or additional attempts on missed items.
- ☐ 21. Allow editing and revision before grading.
- ☐ 22. Allow use of textbook, study guide, or notes during assessment.
- ☐ 23. Use informal observations of performance, classroom participation, and overall improvement as a percentage of the overall evaluation (can be individual grade or additional points added to assessment).
- ☐ 24. Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling.
- ☐ 25. Reduce or eliminate word problems in mathematics.
- ☐ 26. Design bonus work or projects for students that require reduced sentence or paragraph composition.
- ☐ 27. Take State-mandated assessments in: small group   or   individually.
- ☐ 28. Grading: _____
- ☐ 29. Other: _____

ELL Committee Documentation
Sign-In Sheet
School Year: _____-_____

School: _____

Date: _____

Student	Teacher(s)

Counselor _____

Administrator(s) _____

ESL Staff _____

Other(s) _____

ELL Committee Documentation
Agenda

School Year: _____-_____

School: _____

Date: _____

The following students will be discussed:

ELL Committee Documentation

Notes

Date: _____

Student Name	Notes

ELL Documentation

1st 9 wks check list
_____ 1st 9 wks Progress Report
_____ 1st 9 wks Work Samples
_____ 1st 9 wks Report Card

2nd 9 wks check list
_____ 2nd 9 wks Progress Report
_____ 2nd 9 wks Work Samples
_____ 2nd 9 wks Report Card

3rd 9 wks check list
_____ 3rd 9 wks Progress Report
_____ 3rd 9 wks Work Samples
_____ 3rd 9 wks Report Card

4th 9 wks check list
_____ 4th 9 wks Progress Report
_____ 4th 9 wks Work Samples
_____ 4th 9 wks Report Card

*no work samples necessary for FLEP 1&2s.

Documentation of Accommodations given in I-ELP	**Documentation of Accommodations given in I-ELP**
For any given assignment: Circle any of the following that apply and then staple this form to accommodated assignment. Keep assignment in order to turn in at Progress Report time with the ELL Documentation Checklist (which you will receive at Progress Report time). Student:　　　　　　Date: This assignment was accommodated in the following manner: 1. Read orally (Circle: Test or Directions) 2. Shortened in length 3. Answered omitted 4. Given extra time 5. Simplified/Accommodated test given 6. Page numbers for answers provided 7. Answers given orally by student 8. Administered in parts 9. Provided a review prior to test administration 10. Administered in a small group and/or taken with ESL teacher 11. Allowed to retake after reviewing mistakes 12. Corrected with teacher assistance 13. Read aloud by a peer tutor 14. Assistance provided by a peer tutor 15. Allowed use of student notes/help sheet 16. Student given participation or improvement grade 17. Allow use of bilingual dictionary or translation device 18. Alternative assignment given 19. Other:	For any given assignment: Circle any of the following that apply and then staple this form to accommodated assignment. Keep assignment in order to turn in at Progress Report time with the ELL Documentation Checklist (which you will receive at Progress Report time). Student:　　　　　　Date: This assignment was accommodated in the following manner: 1. Read orally (Circle: Test or Directions) 2. Shortened in length 3. Answered omitted 4. Given extra time 5. Simplified/Accommodated test given 6. Page numbers for answers provided 7. Answers given orally by student 8. Administered in parts 9. Provided a review prior to test administration 10. Administered in a small group and/or taken with ESL teacher 11. Allowed to retake after reviewing mistakes 12. Corrected with teacher assistance 13. Read aloud by a peer tutor 14. Assistance provided by a peer tutor 15. Allowed use of student notes/help sheet 16. Student given participation or improvement grade 17. Allow use of bilingual dictionary or translation device 18. Alternative assignment given 19. Other:

SDAIE Help Sheet
for teachers of English Language Learners

SDAIE is the DCS Core ESL Program. In other words, SDAIE is the main resource for teaching our English Language Learners (ELLs).

SDAIE stands for **S**pecially **D**esigned **A**cademic **I**nstruction in **E**nglish.

SDAIE is a methodology (or a teaching approach) designed to make instruction comprehensible and to make grade level academic content accessible for English Language Learners.

SDAIE emphasizes concurrent development of knowledge in content areas and English language proficiency.

SDAIE instruction applies to all aspects of instruction, including planning, classroom management, lesson delivery, and assessment.

SDAIE instruction is not watered-down or remedial instruction. SDAIE instruction consists of core content classroom teachers using strategies that allow ELLs to comprehend key concepts even though the ELL may not have an extensive understanding of English.

SDAIE is implemented by general education/core content teachers! The most effective language learning should happen in these classrooms.

At first glance, many SDAIE teaching strategies coincide with best teaching practices. However, SDAIE instruction must also include thoughtful and purposeful language development, cultural components, and consistent application of the instructional practices. It will only be highly successful if the classroom teacher has a foundational knowledge of the language acquisition process*.

The following should be consistently included in effective SDAIE instruction:
-**Contextualize the Lesson:** Supplement your words with visuals, manipulatives, resources with simplified language, resources in the student's native language, nonverbal clues, gestures. *"Don't just tell me...show me."* Frequently check for comprehension with non-threatening questions or observations.
-**Tapping prior knowledge:** helping students make connections between what they already know about a topic and what they about to learn. Practicals: KWL charts, concept webs, etc.
-**Modify the use of textbooks**: Help ELLs avoid being overwhelmed by textbooks by summarizing the chapter, highlighting/underlining key text, referring to textbook features such as section headings and boldfaced print, pointing out illustrations, diagrams, and charts, and encouraging use of glossaries, indexes, table of contents, etc.

WIDA English Language Development Standards

The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

	Standard	Abbreviation
English Language Development Standard 1	English language learners **communicate** for **Social and Instructional** purposes within the school setting.	**Social and Instructional language**
English Language Development Standard 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts.**	The language of **Language Arts**
English Language Development Standard 3	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics.**	The language of **Mathematics**
English Language Development Standard 4	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science.**	The language of **Science**
English Language Development Standard 5	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies.**	The language of **Social Studies**

WIDA™

The Cornerstone of WIDA's Standards:
Guiding Principles of Language Development

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.

   Escamilla & Hopewell (2010); Goldenberg & Coleman (2010); Garcia (2005); Freeman, Freeman, & Mercuri (2002); González, Moll, & Amanti (2005); Scarcella (1990)

2. Students' home, school, and community experiences influence their language development.

   Nieto (2008); Payne (2003); Collier (1995); California State Department of Education (1986)

3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.

   Cloud, Genesee, & Hamayan (2009); Bialystok (2007); Chamot & O'Malley (1994); Bialystok (1991); Cummins (1978)

4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.

   Escamilla & Hopewell (2010); Gottlieb, Katz, & Ernst-Slavit (2009); Tabors (2008); Espinosa (2009); August & Shanahan (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Snow (2005); Genesee, Paradis, & Crago (2004); August & Shanahan (2006); Riches & Genesee (2006); Gottlieb (2003); Schleppegrell & Colombi (2002); Lindholm & Molina (2000); Pardo & Tinajero (1993)

5. Students learn language and culture through meaningful use and interaction.

   Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Díaz-Rico & Weed (1995); Halliday & Hasan (1989); Damen (1987)

6. Students use language in functional and communicative ways that vary according to context.

   Schleppegrell (2004); Halliday (1976); Finocchiaro & Brumfit (1983)

7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.

   Gottlieb & Hamayan (2007); Spolsky (1989); Vygotsky (1962)

8. Students' development of academic language and academic content knowledge are inter-related processes.

   Gibbons (2009); Collier & Thomas (2009); Gottlieb, Katz, & Ernst-Slavit (2009); Echevarria, Vogt, & Short (2008); Zwiers (2008); Gee (2007); Bailey (2007); Mohan (1986)

9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.

   Anstrom, et.al. (2010); Francis, Lesaux, Kieffer, & Rivera (2006); Bailey & Butler (2002); Cummins (1979)

10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

    Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)

WIDA

The Features of Academic Language in the WIDA Standards

The Features of Academic Language operate within sociocultural contexts for language use.

Dimension	Performance Criteria	Features
Discourse	**Linguistic Complexity** *(Quantity and variety of oral and written text in communication)*	• Amount of speech/written text • Structure of speech/written text • Density of speech/written text • Coherence and cohesion of ideas • Variety of sentence types to form organized text
Sentence	**Language Forms and Conventions** *(Types, array, and use of language structures in communication)*	• Types and variety of grammatical constructions • Mechanics of sentence types • Fluency of expression • Match language forms to purposes/perspectives • Formulaic and idiomatic expressions
Word/Phrase	**Vocabulary Usage** *(Specificity of word or phrase choice in communication)*	• General, specific, and technical language • Multiple meanings of words and phrases • Nuances and shades of meaning • Collocations and idioms

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

WIDA CONSORTIUM

Figure E: Essential Actions for Academic Language Success

ACTION 1
Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.

ACTION 2
Analyze the academic language demands involved in grade-level teaching and learning.

ACTION 3
Plan differentiated language instruction around the conceptual knowledge and language development of ELLs.

ACTION 4
Connect language and content to make learning relevant and meaningful for ELLs.

ACTION 5
Focus on the developmental nature of language learning within grade-level curriculum.

ACTION 6
Reference content standards and language development standards in planning for language learning.

ACTION 7
Design language teaching and learning with attention to the sociocultural context.

ACTION 8
Provide opportunities for all ELLs to engage in higher-order thinking.

ACTION 9
Create language-rich classroom environments with ample time for language practice and use.

ACTION 10
Identify the language needed for functional use in teaching and learning.

ACTION 11
Plan for language teaching and learning around discipline-specific topics.

ACTION 12
Use instructional supports to help scaffold language learning.

ACTION 13
Integrate language domains to provide rich, authentic instruction.

ACTION 14
Coordinate and collaborate in planning for language and content teaching and learning.

ACTION 15
Share responsibility so that all teachers are language teachers and support one another within communities of practice.

SECTION 2: Taking Action!

Essential Actions for Academic Language Success

Fifteen **Essential Actions for academic language success** provide the organizing structure for this section of the handbook. The Essential Actions are evidence-based strategies for educators to apply in implementing standards-referenced, language-centered education. In particular, they are intended to help identify the academic language of grade-level content through WIDA's language development standards. In that way, ELLs can have greater opportunities to experience success and thrive in elementary and secondary schools in preparation for college and careers.

> The Essential Actions are evidence-based strategies for educators to apply in implementing standards-referenced, language-centered education.

The first 12 Essential Actions are arranged according to their presentation in WIDA's standards matrix, from the most global, the Performance Definitions, to the most discrete, the elements of the model performance indicators: language functions, content stems, and instructional supports. Essential Actions 13–15 emphasize how all teachers have a shared responsibility for the education of ELLs and how they are to support each another in working toward a more comprehensive, inclusive educational system.

The Essential Actions are intended to stimulate professional conversations among language and content educators about academic language and its role in education. They are not presented in a linear fashion nor are they intended to be followed in a sequential order. The Actions may be rearranged or categorized according to a school's preference or may be used as a point of departure for professional learning teams or communities.

For each Essential Action there is an explanation of its use, background information on its importance or rationale that is supported by research, a description of its relation to WIDA's standards framework for language development, and an example of a practice that is reflective of the Action. Each Action also includes an illustration of the specified standards-referenced component or element. The Actions come alive with teachers' and teacher educators' contributions. Finally, each Action is followed by a set of questions to stimulate discussion among educators working with language learners as they plan the implementation of standards-referenced education. Each set of questions includes opportunities for educators to apply the ideas from the Essential Actions to their practice.

The Essential Actions follow. Their numbers correspond to elements or component shown in the expanded English language development standards matrix.

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

Level	
6- Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5- Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	• pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

WIDA Performance Definitions – Listening and Reading Grades K–12

Within sociocultural contexts for processing language...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching	Language that meets all criteria through Level 5, Bridging		
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized related ideas	• Compound, complex grammatical constructions (e.g., multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas	• Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content areas	• Specific content language, including expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social and instructional words and expressions

WIDA CONSORTIUM

WIDA Performance Definitions – Speaking and Writing Grades K-12

Within sociocultural contexts for language use...

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 - Reaching	Language that meets all criteria through Level 5, Bridging		
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas	• A variety of grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas	• Repetitive grammatical structures with occasional variation • Sentence patterns across content areas	• Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Phrase-level grammatical structures • Phrasal patterns associated with common social and instructional situations	• General content-related words • Everyday social, instructional and some content-related words

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Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support,** English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures or illustrations	• Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Compare/contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	• Draw conclusions from oral information • Construct models based on oral discourse • Make connections from oral discourse	**Level 6 Reaching**
SPEAKING	• Name objects, people, pictures • Answer WH- (who, what, when, where, which) questions	• Ask WH- questions • Describe pictures, events, objects, people • Restate facts	• Formulate hypotheses, make predictions • Describe processes, procedures • Retell stories or events	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems	• Engage in debates • Explain phenomena, give examples and justify responses • Express and defend points of view	
READING	• Match icons and symbols to words, phrases or environmental print • Identify concepts about print and text features	• Locate and classify information • Identify facts and explicit messages • Select language patterns associated with facts	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text	
WRITING	• Label objects, pictures, diagrams • Draw in response to a prompt • Produce icons, symbols, words, phrases to convey messages	• Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions	• Produce bare-bones expository or narrative texts • Compare/contrast information • Describe events, people, processes, procedures	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	• Apply information to new contexts • React to multiple genres and discourses • Author multiple forms/genres of writing	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

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Can Do Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	• Match oral language to classroom and everyday objects • Point to stated pictures in context • Respond non-verbally to oral commands or statements (e.g., through physical movement) • Find familiar people and places named orally	• Sort pictures or objects according to oral instructions • Match pictures, objects or movements to oral descriptions • Follow one-step oral directions (e.g., "stand up"; "sit down") • Identify simple patterns described orally • Respond with gestures to songs, chants, or stories modeled by teachers	• Follow two-step oral directions, one step at a time • Draw pictures in response to oral instructions • Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) • Act out songs and stories using gestures	• Find pictures that match oral descriptions • Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") • Distinguish between what happens first and next in oral activities or readings • Role play in response to stories read aloud	• Order pictures of events according to sequential language • Arrange objects or pictures according to descriptive oral discourse • Identify pictures/realia associated with grade-level academic concepts from oral descriptions • Make patterns from real objects or pictures based on detailed oral descriptions	
SPEAKING	• Identify people or objects in illustrated short stories • Repeat words, simple phases • Answer yes/no questions about personal information • Name classroom and everyday objects	• Restate some facts from illustrated short stories • Describe pictures, classroom objects or familiar people using simple phrases • Answer questions with one or two words (e.g., "Where is Sonia?") • Complete phrases in rhymes, songs, and chants	• Retell short narrative stories through pictures • Repeat sentences from rhymes and patterned stories • Make predictions (e.g. "What will happen next?") • Answer explicit questions from stories read aloud (e.g., who, what, or where)	• Retell narrative stories through pictures with emerging detail • Sing repetitive songs and chants independently • Compare attributes of real objects (e.g., size, shape, color) • Indicate spatial relations of real-life objects using phrases or short sentences	• Tell original stories with emerging detail • Explain situations (e.g., involving feelings) • Offer personal opinions • Express likes, dislikes, or preferences with reasons	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

WIDA CONSORTIUM

Can Do Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	• Match icons and symbols to corresponding pictures • Identify name in print • Find matching words or pictures • Find labeled real-life classroom objects	• Match examples of the same form of print • Distinguish between same and different forms of print (e.g., single letters and symbols) • Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) • Match labeled pictures to those in illustrated scenes	• Use pictures to identify words • Classify visuals according to labels or icons (e.g., animals v. plants) • Demonstrate concepts of print (e.g., title, author, illustrator) • Sort labeled pictures by attribute (e.g., number, initial sound)	• Identify some high-frequency words in context • Order a series of labeled pictures described orally to tell stories • Match pictures to phrases/ short sentences • Classify labeled pictures by two attributes (e.g., size and color)	• Find school-related vocabulary items • Differentiate between letters, words, and sentences • String words together to make short sentences • Indicate features of words, phrases, or sentences that are the same and different
WRITING	• Draw pictures and scribble • Circle or underline pictures, symbols, and numbers • Trace figures and letters • Make symbols, figures or letters from models and realia (e.g., straws, clay)	• Connect oral language to print (e.g., language experience) • Reproduce letters, symbols, and numbers from models in context • Copy icons of familiar environmental print • Draw objects from models and label with letters	• Communicate using letters, symbols, and numbers in context • Make illustrated "notes" and cards with distinct letter combinations • Make connections between speech and writing • Reproduce familiar words from labeled models or illustrations	• Produce symbols and strings of letters associated with pictures • Draw pictures and use words to tell a story • Label familiar people and objects from models • Produce familiar words/phrases from environmental print and illustrated text	• Create content-based representations through pictures and words • Make "story books" with drawings and words • Produce words/phrases independently • Relate everyday experiences using phrases/short sentences

Level 6 - Reaching

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	• Follow modeled, one-step oral directions (e.g., "Find a pencil.") • Identify pictures of everyday objects as stated orally (e.g., in books) • Point to real-life objects reflective of content-related vocabulary or oral statements • Mimic gestures or movement associated with statements (e.g., "This is my left hand.")	• Match oral reading of stories to illustrations • Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") • Sequence a series of oral statements using real objects or pictures • Locate objects described orally	• Follow modeled multi-step oral directions • Sequence pictures of stories read aloud (e.g., beginning, middle, and end) • Match people with jobs or objects with functions based on oral descriptions • Classify objects according to descriptive oral statements	• Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information • Find details in illustrated, narrative, or expository text read aloud • Identify illustrated activities from oral descriptions • Locate objects, figures, places based on visuals and detailed oral descriptions	• Use context clues to gain meaning from grade-level text read orally • Apply ideas from oral discussions to new situations • Interpret information from oral reading of narrative or expository text • Identify ideas/concepts expressed with grade-level content-specific language
SPEAKING	• Repeat simple words, phrases, and memorized chunks of language • Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase • Identify and name everyday objects • Participate in whole group chants and songs	• Use first language to fill in gaps in oral English (code switch) • Repeat facts or statements • Describe what people do from action pictures (e.g., jobs of community workers) • Compare real-life objects (e.g., "smaller," "biggest")	• Ask questions of a social nature • Express feelings (e.g., "I'm happy because...") • Retell simple stories from picture cues • Sort and explain grouping of objects (e.g., sink v. float) • Make predictions or hypotheses • Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	• Ask questions for social and academic purposes • Participate in class discussions on familiar social and academic topics • Retell stories with details • Sequence stories with transitions	• Use academic vocabulary in class discussions • Express and support ideas with examples • Give oral presentations on content-based topics approaching grade level • Initiate conversation with peers and teachers

Level 6 - Reaching

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

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Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	• Identify symbols, icons, and environmental print • Connect print to visuals • Match real-life familiar objects to labels • Follow directions using diagrams or pictures	• Search for pictures associated with word patterns • Identify and interpret pre-taught labeled diagrams • Match voice to print by pointing to icons, letters, or illustrated words • Sort words into word families	• Make text-to-self connections with prompting • Select titles to match a series of pictures • Sort illustrated content words into categories • Match phrases and sentences to pictures	• Put words in order to form sentences • Identify basic elements of fictional stories (e.g., title, setting, characters) • Follow sentence-level directions • Distinguish between general and specific language (e.g., flower v. rose) in context	• Begin using features of non-fiction text to aid comprehension • Use learning strategies (e.g., context clues) • Identify main ideas • Match figurative language to illustrations (e.g., "as big as a house")	Level 6 - Reaching
WRITING	• Copy written language • Use first language (L1, when L1 is a medium of instruction) to help form words in English • Communicate through drawings • Label familiar objects or pictures	• Provide information using graphic organizers • Generate lists of words/phrases from banks or walls • Complete modeled sentence starters (e.g., "I like ____.") • Describe people, places, or objects from illustrated examples and models	• Engage in prewriting strategies (e.g., use of graphic organizers) • Form simple sentences using word/phrase banks • Participate in interactive journal writing • Give content-based information using visuals or graphics	• Produce original sentences • Create messages for social purposes (e.g., get well cards) • Compose journal entries about personal experiences • Use classroom resources (e.g., picture dictionaries) to compose sentences	• Create a related series of sentences in response to prompts • Produce content-related sentences • Compose stories • Explain processes or procedures using connected sentences	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)

Level 6 - Reaching

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster 3-5

WIDA CONSORTIUM

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually- supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content- based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports

Level 6 - Reaching

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster 6-8

WIDA CONSORTIUM

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	• Follow one-step oral commands/instructions • Match social language to visual/graphic displays • Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) • Match instructional language with visual representation (e.g., "Use a sharpened pencil.")	• Follow multi-step oral commands/instructions • Classify/sort content-related visuals per oral descriptions • Sequence visuals per oral directions • Identify information on charts or tables based on oral statements	• Categorize content-based examples from oral directions • Match main ideas of familiar text read aloud to visuals • Use learning strategies described orally • Identify everyday examples of content-based concepts described orally • Associate oral language with different time frames (e.g., past, present, future)	• Identify main ideas and details of oral discourse • Complete content-related tasks or assignments based on oral discourse • Apply learning strategies to new situations • Role play, dramatize, or re-enact scenarios from oral reading	• Use oral information to accomplish grade-level tasks • Evaluate intent of speech and act accordingly • Make inferences from grade-level text read aloud • Discriminate among multiple genres read orally
SPEAKING	• Answer yes/no and choice questions • Begin to use general and high frequency vocabulary • Repeat words, short phrases, memorized chunks • Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	• Convey content through high frequency words/phrases • State big/main ideas of classroom conversation • Describe situations from modeled sentences • Describe routines and everyday events • Express everyday needs and wants • Communicate in social situations • Make requests	• Begin to express time through multiple tenses • Retell/rephrase ideas from speech • Give brief oral content-based presentations • State opinions • Connect ideas in discourse using transitions (e.g., "but," "then") • Use different registers inside and outside of class • State big/main ideas with some supporting details • Ask for clarification (e.g., self-monitor)	• Paraphrase and summarize ideas presented orally • Defend a point of view • Explain outcomes • Explain and compare content-based concepts • Connect ideas with supporting details/evidence • Substantiate opinions with reasons and evidence	• Defend a point of view and give reasons • Use and explain metaphors and similes • Communicate with fluency in social and academic contexts • Negotiate meaning in group discussions • Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)

Level 6 - Reaching

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

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Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

Level 6 - Reaching

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	• Associate letters with sounds and objects • Match content–related objects/pictures to words • Identify common symbols, signs, and words • Recognize concepts of print • Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text • Use picture dictionaries/ illustrated glossaries	• Sequence illustrated text of fictional and non-fictional events • Locate main ideas in a series of simple sentences • Find information from text structure (e.g., titles, graphs, glossary) • Follow text read aloud (e.g., tapes, teacher, paired-readings) • Sort/group pre-taught words/ phrases • Use pre-taught vocabulary (e.g., word banks) to complete simple sentences • Use L1 to support L2 (e.g., cognates) • Use bilingual dictionaries and glossaries	• Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words in context (e.g., "cell," "table") • Use context clues • Make predictions based on illustrated text • Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") • Differentiate between fact and opinion • Answer questions about explicit information in texts • Use English dictionaries and glossaries	• Order paragraphs • Identify summaries of passages • Identify figurative language (e.g., "dark as night") • Interpret adapted classics or modified text • Match cause to effect • Identify specific language of different genres and informational texts • Use an array of strategies (e.g., skim and scan for information)	• Differentiate and apply multiple meanings of words/ phrases • Apply strategies to new situations • Infer meaning from modified grade-level text • Critique material and support argument • Sort grade-level text by genre
WRITING	• Draw content-related pictures • Produce high frequency words • Label pictures and graphs • Create vocabulary/concept cards • Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)	• Complete pattern sentences • Extend "sentence starters" with original ideas • Connect simple sentences • Complete graphic organizers/ forms with personal information • Respond to yes/no, choice, and some WH- questions	• Produce short paragraphs with main ideas and some details (e.g., column notes) • Create compound sentences (e.g., with conjunctions) • Explain steps in problem-solving • Compare/contrast information, events, characters • Give opinions, preferences, and reactions along with reasons	• Create multiple-paragraph essays • Justify ideas • Produce content-related reports • Use details/examples to support ideas • Use transition words to create cohesive passages • Compose intro/body/conclusion • Paraphrase or summarize text • Take notes (e.g., for research)	• Create expository text to explain graphs/charts • Produce research reports using multiple sources/ citations • Begin using analogies • Critique literary essays or articles

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

WIDA® CONSORTIUM

Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	• Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally • Match everyday oral information to pictures, diagrams, or photographs • Group visuals by common traits named orally (e.g., "These are polygons.") • Identify resources, places, products, figures from oral statements, and visuals	• Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples • Sort oral language statements according to time frames • Sequence visuals according to oral directions	• Evaluate information in social and academic conversations • Distinguish main ideas from supporting points in oral, content-related discourse • Use learning strategies described orally • Categorize content-based examples described orally	• Distinguish between multiple meanings of oral words or phrases in social and academic contexts • Analyze content-related tasks or assignments based on oral discourse • Categorize examples of genres read aloud • Compare traits based on visuals and oral descriptions using specific and some technical language	• Interpret cause and effect scenarios from oral discourse • Make inferences from oral discourse containing satire, sarcasm, or humor • Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) • Evaluate intent of speech and act accordingly
SPEAKING	• Answer yes/no or choice questions within context of lessons or personal experiences • Provide identifying information about self • Name everyday objects and pre-taught vocabulary • Repeat words, short phrases, memorized chunks of language	• Describe persons, places, events, or objects • Ask WH- questions to clarify meaning • Give features of content-based material (e.g., time periods) • Characterize issues, situations, regions shown in illustrations	• Suggest ways to resolve issues or pose solutions • Compare/contrast features, traits, characteristics using general and some specific language • Sequence processes, cycles, procedures, or events • Conduct interviews or gather information through oral interaction • Estimate, make predictions or pose hypotheses from models	• Take a stance and use evidence to defend it • Explain content-related issues and concepts • Compare and contrast points of view • Analyze and share pros and cons of choices • Use and respond to gossip, slang, and idiomatic expressions • Use speaking strategies (e.g., circumlocution)	• Give multimedia oral presentations on grade-level material • Engage in debates on content-related issues using technical language • Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") • Negotiate meaning in pairs or group discussions

Level 6 - Reaching

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

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	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	• Match visual representations to words/phrases • Read everyday signs, symbols, schedules, and school-related words/phrases • Respond to WH- questions related to illustrated text • Use references (e.g., picture dictionaries, bilingual glossaries, technology)	• Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) • Classify or organize information presented in visuals or graphs • Follow multi-step instructions supported by visuals or data • Match sentence-level descriptions to visual representations • Compare content-related features in visuals and graphics • Locate main ideas in a series of related sentences	• Apply multiple meanings of words/phrases to social and academic contexts • Identify topic sentences or main ideas and details in paragraphs • Answer questions about explicit information in texts • Differentiate between fact and opinion in text • Order paragraphs or sequence information within paragraphs	• Compare/contrast authors' points of view, characters, information, or events • Interpret visually- or graphically-supported information • Infer meaning from text • Match cause to effect • Evaluate usefulness of data or information supported visually or graphically	• Interpret grade-level literature • Synthesize grade-level expository text • Draw conclusions from different sources of informational text • Infer significance of data or information in grade-level material • Identify evidence of bias and credibility of source
WRITING	• Label content-related diagrams, pictures from word/phrase banks • Provide personal information on forms read orally • Produce short answer responses to oral questions with visual support • Supply missing words in short sentences	• Make content-related lists of words, phrases, or expressions • Take notes using graphic organizers or models • Formulate yes/no, choice and WH- questions from models • Correspond for social purposes (e.g., memos, e-mails, notes)	• Complete reports from templates • Compose short narrative and expository pieces • Outline ideas and details using graphic organizers • Compare and reflect on performance against criteria (e.g., rubrics)	• Summarize content-related notes from lectures or text • Revise work based on narrative or oral feedback • Compose narrative and expository text for a variety of purposes • Justify or defend ideas and opinions • Produce content-related reports	• Produce research reports from multiple sources • Create original pieces that represent the use of a variety of genres and discourses • Critique, peer-edit and make recommendations on others' writing from rubrics • Explain, with details, phenomena, processes, procedures

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The SIOP Model

Sheltered Instruction Observation
Protocol (SIOP)

Making Content Comprehensible for
English Learners

Content Objectives Clearly Defined, Displayed , and
Reviewed

Language Objectives Clearly Defined, Displayed,
and Reviewed

Content Concepts Appropriate for Age and
Educational Background

Supplementary Materials Used to a High Degree

Adaptation of Content to All Levels of Student
Proficiency

Meaningful Activities That Integrate Lesson
Concepts with Language Practice Opportunities

SIOP® LESSON PLAN

Date: _____   Grade/Class/Subject: _____

Unit/Theme: _____   Standards: _____

Content Objective(s): _____

_____

Language Objective(s): _____

_____

Key Vocabulary	Supplementary Materials

SIOP Features

Preparation
___ Adaptation of Content
___ Links to Background
___ Links to Past Learning
___ Strategies incorporated

Scaffolding
___ Modeling
___ Guided practice
___ Independent practice
___ Comprehensible input

Grouping Options
___ Whole class
___ Small groups
___ Partners
___ Independent

Integration of Processes
___ Reading
___ Writing
___ Speaking
___ Listening

Application
___ Hands-on
___ Meaningful
___ Linked to objectives
___ Promotes engagement

Assessment
___ Individual
___ Group
___ Written
___ Oral

Lesson Sequence

Reflections:

SIOP Lesson Plan

Standards:

Theme:

Lesson Topic:

Objectives:

Content:

Language:

Learning Strategies:

Key Vocabulary:

Materials:

Motivation:
(Building Background)

Presentation:
(Language and content objectives, comprehensible input, strategies, interaction, feedback)

Practice/Application:
(Meaningful activities, interaction, strategies, practice/application, feedback)

Review/Assessment:
(Review objectives and vocabulary, assess learning.

Extension:

SIOP® LESSON PLAN

Subject:	Periods:	Date:

Content Objectives:	Language Objectives (write, read, speak, listen):

Key Vocabulary:	Materials:

Higher Order Questions:

Time:	Activities:

Wrap-up Activity or Assessment:

Daily Assignment: